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ABSTRACT

Described are 77 programs that have evolved to train teaching assistants, youth service aides, counselors, recreation aides, physical therapy assistants, child care workers, group home supervisors, interpreters, and other types of paraprofessionals for special education and related fields. Provided in an initial section is a brief analysis of paraprofessional training programs, their common features, and their strengths and weaknesses. The bulk of the document contains one-page descriptions of each program (arranged by state) with information on roles of graduates, competency based training, practica, staff, trainees, student aid, funding sources, evaluation, and dissemination. Final sections include a map that shows locations of the programs, a list of products that may be obtained by contacting program directors, a bibliography on the training and utilization of paraprofessionals, and a list of newly funded programs. (SBH)

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The Training of Paraprofessionals In Special Education and Related Fields

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PRELIMINARIES

In specifying the capacities in which paraprofessionals should be utilized, directors of schools overwhelmingly indicated that paraprofessionals should serve as an integral part of the special education staff. Repeatedly, it was emphasized that with training, paraprofessionals could handle efficiently and effectively many classroom activities. In addition, many comments indicated that paraprofessionals are essential in providing individualized, effective educational programs, as well as adding insights into the problems of handicapped children.

New Careers Training Laboratory. *The Utilization and Training of Paraprofessionals in Special Education: Present Status and Future Prospects*. New York: Queens College of the City University of New York, 1974 (p. 25).

THE INFORMATION IN THIS BOOKLET

DURING THE PAST DECADE, PARAPROFESSIONALS HAVE GAINED a significant place in special education. Schools and education-related agencies have recognized their contributions in providing for the needs of handicapped children and, simultaneously, institutions of higher education, state education agencies, and local school districts have increasingly supported programs for developing their skills. Thus, varieties of training are now provided to prepare teaching assistants, youth service aides, counselors, recreation aides, physical therapy assistants, child care workers, group home supervisors, interpreters, and other types of paraprofessionals for special education and related fields.

THIS BOOKLET DESCRIBES A NUMBER OF PROGRAMS that have evolved to train paraprofessionals for these roles. Although every training program in the nation is not included here, the 77 that are described represent the majority and offer a general picture of how and where paraprofessionals are prepared. The booklet does describe all 31 of the programs funded by the Division of Personnel Preparation, Bureau of Education for the Handicapped, during 1976-77, and lists the programs that have recently been awarded grants for 1977-78. Programs not funded by the Bureau are included on the basis of the number that could be located within a reasonable time.

The next few pages present a brief analysis of paraprofessional training programs, their common features, their strengths and weaknesses. A one-page description of each program follows this summary section; descriptions are arranged by state, with a marginal indication of the year that each program began. Final sections of the booklet contain a map that shows locations of programs, a list of products that may be obtained by contacting program directors, a selected bibliography on the training and utilization of paraprofessionals, and the list of newly funded programs.

All information is presented in brief form. This booklet is intended to put people in touch with one another and, therefore, full contact information concerning each program director is shown on each individual program description. New information about programs not included here is welcomed for future distribution. Moreover, those interested in organizational work concerning issues involving the preparation, certification, and employment of paraprofessionals may wish to contact the New England Organization of Human Service Education, whose president, Ms. Lenore McNeer, may be contacted at Vermont College, Montpelier, Vermont 05602.

Teacher Education/Special Education acknowledges the enthusiastic cooperation of Ms. Anna Lou Pickett of the New Careers Training Laboratory in New York City for assistance in locating programs not funded by the Bureau of Education for the Handicapped.

Very special thanks to to the program directors, not only for the excellent work they are doing in training paraprofessionals, but also for their collaboration in providing information for this consumer's guide.

And What It Means

PRESERVICE AND INSERVICE TRAINING

Community colleges and junior colleges are the primary institutions offering training for the paraprofessional. Some universities, including the University of Vermont, University of North Carolina, and University of New Mexico, are also involved in paraprofessional training, and two programs described here are sponsored by state education agencies in Arizona and Kansas.

Most of the community and junior colleges offer one and two year preservice training, and the longer programs generally lead to an Associate degree and are often structured to make possible the transfer of credits to a four-year baccalaureate program. Course content usually focuses on a core curriculum in the specialty area, superimposed on a liberal arts foundation. Completion of one year of training often leads to the award of a training certificate which does not, however, represent state certification. In fact, the mechanics of certifying paraprofessionals for employment in special education and related fields is a current issue which, in many states, has still to be resolved.

Although a number of programs offer some type of inservice component, others are designed specifically for inservice training, in order that the paraprofessional may upgrade his skills and advance on the career ladder. Among the programs that focus specifically on inservice training are a variety of short-term offerings, including projects to train facilitators or turnkey trainers, weekend workshops throughout the school year, semester-long training at the work site, modular packages whereby classroom teachers train their assistants, weekend symposia with follow-up in the field, and series of on-site institutes.

SHORT-TERM INSERVICE TRAINING PROGRAMS

* *Anchorage Community College, Alaska*
* *Arizona Department of Education, Division of Special Education*
* *Catonsville Community College, Maryland*
* *Fort Hays State College, Kansas*
* *Gadsden State Junior College, Alabama*
* *Georgia Association for Retarded Citizens*
* *Kansas State Department of Education*
* *Mansfield State College, Pennsylvania*
* *Teaching Research Infant and Child Center, Oregon*
* *University of North Carolina*
* *University of Vermont*
* *Winthrop College, South Carolina*

Other institutions provide continuous long-term inservice training of at least two semesters' duration, frequently with practical experience at the site where trainees are employed.

LONG-TERM INSERVICE TRAINING PROGRAMS

* *Boise State University/Idaho State School and Hospital*
* *City Colleges of Chicago*
* *College of Southern Idaho*
* *Georgia College*
* *John F. Kennedy Institute/Community College of Baltimore*
* *University of Kansas/Kansas City, Kansas, Community College*
* *University of New Mexico*

INNOVATIONS

Several projects incorporate unusual approaches geared to features of the geographic area or population served. Others include innovative components that could be incorporated into any personnel preparation program.

* *Anchorage Community College, Alaska*

  College staff members travel to remote areas to train local instructors, supplying materials and program guides so that training of paraprofessionals may be followed up for a 13-week period.

* *Arizona Department of Education, Division of Special Education*

  A series of 10-hour special education institutes offered on Friday evenings and Saturdays combine classroom teachers, paraprofessionals, and administrators in mutual training.

* *John F. Kennedy Institute/Community College of Baltimore*

  Collaborative arrangements provide diploma coursework from John F. Kennedy Institute, Associate degree work from the Community College of Baltimore, merit system classification of Mental Health Associate through the State of Maryland, and a work-practicum site at Rosewood Center.

* *Kansas State Education Agency*

  Training is given to facilitators selected by local school districts. In turn, facilitators provide training to the paraprofessionals within their school districts.

* *Mississippi Valley State University*

  The staff is working with the deans of 23 junior colleges to provide technical assistance in the planning and implementation of training programs for paraprofessionals.

* *Mitchell College, Connecticut*

An elaborate media training model has been developed to teach students to work with radio, television, and various forms of classroom communication as instructional vehicles.

* *Santa Fe Community College, Florida*

Joint training of Career Associate students is arranged with special education interns from the University of Florida.

* *Sinte Gleska College, South Dakota*

Bilingual Sioux Indians are prepared for Associate degrees in special education, with specific preparation for working with the handicapped children on the Rosebud Sioux Reservation.

* *Slippery Rock State College, Pennsylvania*

This program trains special education teachers to use the services of paraprofessionals effectively.

* *University of Vermont*

In this classroom-based program, training packages include 16 modules which the classroom teacher may use to train his assistant on the job.

* *University of New Mexico*

This project may be the only attempt in the United States to recruit Indians into speech pathology training.

ROLES OF GRADUATES

Most programs included here prepare trainees for positions as teaching assistants (or teacher aides). Other programs prepare students for different roles, including:

BABYSITTER FOR HANDICAPPED CHILDREN

* *Catonsville Community College, Maryland*

CHILD CARE WORKER/CHILD DEVELOPMENT WORKER

* *Catonsville Community College, Maryland*
* *Cardinal Stritch College, Wisconsin*
* *Central Piedmont Community College, North Carolina*

* City Colleges of Chicago
* Des Moines Area Community College, Iowa
* Ellsworth Community College, Iowa
* Fort Steilacoom Community College, Washington
* Manchester Community College, Connecticut
* Middlesex County College, New Jersey
* Mohawk Valley Community College, New York
* Pima Community College, Arizona
* Rhode Island Junior College

COMMUNITY PLANNER/EMPLOYMENT PLANNER

* Berkshire Community College, Massachusetts

COUNSELOR

* Berkshire Community College, Massachusetts
* Central Piedmont Community College, North Carolina
* Fort Steilacoom Community College, Washington
* Jefferson State Community College, Alabama
* Midlands Technical College, South Carolina

DORM COUNSELOR/GROUP HOME PARENT/COTTAGE PARENT

* Des Moines Area Community College, Iowa
* Floyd Junior College, Georgia
* Manchester Community College, Connecticut
* University of North Carolina

EDUCATIONAL THERAPIST

* J. C. Calhoun Community College, Alabama

HUMAN SERVICE TECHNICIAN

* Boise State University/Idaho State School and Hospital

INFIRMARY AIDE

* Cumberland County College, New Jersey
* Floyd Junior College, Georgia

INSTRUCTIONAL MEDIA ASSISTANT

* Middlesex County College, New Jersey

LANGUAGE COMMUNICATION ASSISTANT/SPEECH PATHOLOGY ASSISTANT

* Northern Essex Community College, Massachusetts
* University of New Mexico

LIFE MANAGER

* *John F. Kennedy Institute/Community College of Baltimore*

MENTAL HEALTH WORKER/MENTAL HEALTH TECHNICIAN/COMMUNITY HEALTH WORKER

* *Del Mar College, Texas*
* *Fort Steilacoom Community College, Washington*
* *J. D. Calhoun State Community College, Alabama*
* *Midlands Technical College, South Carolina*
* *Mohawk Valley Community College, New York*
* *Northern Essex Community College, Massachusetts*
* *Rhode Island Junior College*

PHYSICAL THERAPY ASSISTANT

* *Mohawk Valley Community College, New York*

RECREATION AIDE

* *Floyd Junior College, Georgia*
* *Mohawk Valley Community College, New York*
* *Parkersburg Community College, West Virginia*

SHELTERED WORKSHOP OR VOCATIONAL CENTER AIDE/REHABILITATION AIDE

* *Central Technical Community College, Nebraska*
* *Eastern Montana Community College*
* *Iowa Lakes Community College*
* *St. Mary's Junior College, Minnesota*
* *University of North Carolina*

SOCIAL WORK ASSISTANT/YOUTH SERVICES AIDE

* *Central Piedmont Community College, North Carolina*
* *Del Mar College, Texas*
* *Mohawk Valley Community College, New York*
* *St. Clair Community College, Michigan*

The target populations that most paraprofessionals are prepared to serve appear to consist largely of the developmentally disabled and mentally retarded. Some programs give the trainee experience with a full spectrum of exceptional children, others concentrate on two or three specific areas, and several concentrate on very specific populations.

THE SEVERELY AND PROFOUNDLY HANDICAPPED

* *Boise State University/Idaho State School and Hospital*
* *Community College of Baltimore*

* *Dundalk Community College, Maryland*
* *Gadsden State Junior College, Alabama*
* *John F. Kennedy Institute/Community College of Baltimore*
* *Kansas Neurological Institute/University of Kansas*
* *Manchester Community College, Connecticut*
* *North Seattle Community College, Washington*
* *Santa Fe Community College, Florida*
* *Teaching Research Infant and Child Center, Oregon*
* *University of Vermont*

ADOLESCENTS AND ADULTS

* *Carl Sandburg College, Illinois*
* *Iowa Lakes Community College*
* *Jefferson State Community College, Alabama*
* *Leeward Community College, Hawaii*
* *University of New Mexico*
* *University of North Carolina*

INDIAN POPULATIONS

* *Sinte Gleska College, South Dakota*
* *University of New Mexico*

DEAF AND HEARING IMPAIRED

* *American River College, California*
* *College of Southern Idaho*
* *Floyd Junior College, Georgia*
* *Seattle Central Community College, Washington*
* *Waubonsee Community College, Illinois*

COMPETENCY-BASED TRAINING

Thirty of the programs have full competency-based training, and eight others have developed competency statements for the greater part of their programs. Many projects can supply lists of competencies to interested persons, who should contact the program directors for such requests and for information as to the validation of competencies

PRACTICA

A strong and extensive component of nearly every program is the practical field work required of the trainee. These programs stress practical "how to" experiences and skills, and they include a wide variety of practicum sites.

The descriptions also indicate considerable collaboration between training institution and community in trainee and graduate placement. In some cases, employers from the community participate in advisory boards that evaluate training programs.

STAFF

Although some programs include full or part time professionals on the doctoral level, most appear to be staffed predominantly with master's level personnel. Paraprofessionals are occasionally listed as instructors.

TRAINEES

The number of trainees enrolled in a given program varies dramatically, from a low of six per year to a high turnout of 3000 per year.

Most programs require a high school diploma or equivalent for entry, and some give credit for previous work experience. A few ask for standard entrance examinations, written statements of goals, completion of up to twelve hours of college credit, reading assessment, or experience with the handicapped. On the other hand, a few programs have open entrance requirements and include those with even a sixth-grade education. Some of these provide for completion of the GED during the paraprofessional training sequence. Moreover, there are a few programs that recruit parents as trainees.

PROGRAMS SPECIFICALLY INCLUDING PARENTS AS TRAINEES

* *American River College, California*
* *Arizona State Department of Education, Division of Special Education*
* *Catonsville Community College, Maryland*
* *Fort Steilacoom Community College, Washington*
* *Gadsden State Junior College, Alabama*
* *Winthrop College, South Carolina*

STUDENT AID

Paraprofessional trainees are well supported with stipends, work-study programs, scholarships, release time from local education agencies, per diem payments, Basic Education Opportunity Grants, federal and state aid, support from Head Start Centers, student loans, and support from such organizations as local Associations for Retarded Citizens.

FUNDING SOURCES

Programs recently funded by the Division of Personnel Preparation, Bureau of Education for the Handicapped, for fiscal 1977-78 are listed at the end of this booklet. Those funded for fiscal 1976-77 are fully delineated in the section on program descriptions and are listed on the next page.

DIVISION OF PERSONNEL PREPARATION, BUREAU OF EDUCATION FOR THE HANDICAPPED

* *Anchorage Community College, Alaska*
* *Arizona Department of Education, Division of Special Education*
* *Boise State University/Idaho State School and Hospital*
* *Catonsville Community College, Maryland*
* *City University of New York*
* *Clackamas Community College, Oregon*
* *Clermont General and Technical College, Ohio*
* *Columbus College, Georgia*
* *Community College of Baltimore*
* *Dundalk Community College, Maryland*
* *Eastern Montana College*
* *Floyd Junior College, Georgia*
* *Gadsden State Junior College, Alabama*
* *Georgia Association for Retarded Citizens, Inc.*
* *Georgia College*
* *Gloucester County College, New Jersey*
* *J. C. Calhoun State Community College, Alabama*
* *Kansas State Education Agency*
* *Mississippi Valley State University*
* *North Seattle Community College, Washington*
* *Santa Fe Community College, Florida*
* *Santa Rosa Junior College, California*
* *Seattle Community College, Washington*
* *Sinclair Community College, Ohio*
* *Slippery Rock State College, Pennsylvania*
* *Sinte Gleska College, South Dakota*
* *University of Kansas/Kansas City, Kansas, Community College*
* *University of New Mexico*
* *University of Vermont*
* *Winthrop College, South Carolina*

DIVISION OF INNOVATION AND DEVELOPMENT, BUREAU OF EDUCATION FOR THE HANDICAPPED

* *Teaching Research Infant and Child Center, Oregon*

FEDERAL OFFICE OF DEVELOPMENTAL DISABILITIES

* *Joseph P. Kennedy, Jr., Foundation, District of Columbia*
* *University of North Carolina*

NATIONAL INSTITUTE OF MENTAL HEALTH

* *Jefferson State Community College, Alabama*

STATE DEPARTMENT OF WELFARE

* *Parkersburg Community College, West Virginia*

STATE DEVELOPMENTAL DISABILITIES OFFICE

* *University of North Carolina*

STATE VOCATIONAL REHABILITATION DEPARTMENT

* *Fort Steilacoom Community College, Washington*
* *Pima Community College, Arizona*
* *Seattle Central Community College, Washington*
* *St. Clair County Community College, Michigan*

TITLE XX FUNDS

* *University of North Carolina*

Other sources of financial support include the college or training agency itself, on the basis of tuition or contracts, local and state associations for the handicapped, state education agencies, local school districts, and county tax bases.

EVALUATION

An adequate evaluation design should provide for scientific measurement of program effectiveness and trainee skills. Ideally, it would also take client change into account. Although a number of programs have developed or are developing creditable evaluation procedures, a general primary weakness of many of the programs described in this booklet lies in their approaches to evaluation.

On the plus side, some programs, particularly those underwritten by the Bureau of Education for the Handicapped, assess program effectiveness by means of the Discrepancy Evaluation Model developed by the University of Virginia Evaluation Unit. Others combine internal and external evaluation, often using an employer advisory board. On the minus side, information about the validation of competencies is generally lacking, and trainee skills are usually measured by written classroom examinations and field observation; only occasional use of videotapes for trainee evaluation and self-correction is reported. Only eight of the programs collect client change data or plan to do so in the near future.

PROGRAMS WHICH HAVE GATHERED OR WILL GATHER CLIENT CHANGE DATA

* *Community College of Baltimore*
* *Jefferson State Community College, Alabama*
* *John F. Kennedy Institute/Community College of Baltimore*
* *Santa Rosa Junior College, California*
* *Sinclair Community College, Ohio*
* *Teaching Research Infant and Child Center, Oregon*
* *University of Kansas/Kansas City, Kansas, Community College*
* *University of New Mexico*

OTHER PROGRAMS WITH SUPERIOR EVALUATION DESIGNS

* *Clermont General and Technical College, Ohio*
* *Kansas State Education Agency*

DISSEMINATION

Effective dissemination designs provide for exchange of information among similar programs, impart awareness of developments to the field at large and to the community, add to the body of knowledge through publications and presentations, and lead to replication through the use of dissemination resources. Few paraprofessional training programs are operating on all four levels.

PROGRAMS BEING REPLICATED

* *Arizona Department of Education, Division of Special Education*
* *Ellsworth Community College, Iowa*
* *Iowa Lakes Community College*
* *John F. Kennedy Institute/Community College of Baltimore*
* *Midlands Technical College, South Carolina*
* *North Seattle Community College, Washington*
* *Santa Fe Community College, Florida*
* *Santa Rosa Junior College, California*
* *Sinclair Community College, Ohio*
* *Teaching Research Infant and Child Center, Oregon*

Virtually all programs can distribute brochures and catalogs, and many offer a variety of products which are listed at the end of this booklet, as well as on the individual program descriptions.

PROGRAMS

Higher education for paraprofessionals is a relatively new thing. . . . It was not until 1967 that legislative mandates and recommendations on college and university training for paraprofessionals finally came about. Then they came in a rush.

While little mention was made of college training for paraprofessionals before the 1967 legislative push, inservice training was considered important earlier . . .

Mark, J. M. *Paraprofessionals in Education.* New York: Bank Street College of Education, 1975 (pp. 57 and 60).

INSERVICE TRAINING PROGRAM FOR PARAPROFESSIONALS SERVING HANDICAPPED CHILDREN

GADSDEN STATE JUNIOR COLLEGE

Ms. Donna O'Shields - 10 Nursing Building - Gadsden State Junior College - Gadsden, Alabama 35905 (205) 546-0484

DESCRIPTION. This training program is designed for teams of paraprofessionals, special education teachers, and parents of severely handicapped children. The series of Saturday workshops begins with a two-day orientation in August and continues through May. Course content is based on a preliminary needs assessment of the trainees. Among typical topics are: assessment techniques, curriculum and materials development, task analysis, sex education, legal rights of children and parents, behavior management techniques, developing the individualized educational plan. The handicapped population encountered by the trainees includes the trainable mentally retarded, neurologically impaired, orthopedically handicapped, and those who have additional sensory impairments. No degree nor certification is currently offered, although job descriptions and training requirements leading to certification may be developed through the state education agency.

ROLES OF GRADUATES. Trainees are currently employed personnel of schools and institutions. Their skills in working with the handicapped are upgraded through the workshops.

COMPETENCY-BASED TRAINING. No. A competency-based checklist of skills and job descriptions is to be developed in 1977-78.

PRACTICA. Trainees will receive follow-up supervision at their place of employment in 1977-78. No other practicum is required.

STAFF. Two quarter-time at the Ed.S. equivalent level conduct the workshops.

TRAINEES. The program has an open door policy for trainees who are under contract by a school system, institution, or agency, or who are the parents of a handicapped child or adult. Enrollment in 1976-77 was 20.

STUDENT AID. Trainees receive reimbursement for travel and lunch.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. A three-phase model evaluating input, process, and output is being developed and implemented currently. Evaluation information is based on feedback from participants at each of the workshops, from supervisors, and from competency of assignment completion, as well as from informal interactions between staff and participants. Third-party evaluation is done through the University of Alabama.

DISSEMINATION. This program is not yet ready for replication. However, visitation may be arranged, and technical assistance is available.

PREPARATION OF PARAPROFESSIONALS TO SERVE THE HANDICAPPED

J. C. CALHOUN STATE COMMUNITY COLLEGE

Ms. Carmen Blalock - J. C. Calhoun State Community College - P.O. Box 2216
Decatur, Alabama 35601 (205) 353-3102

DESCRIPTION. This preservice program prepares paraprofessionals to function as support staff to professionals serving handicapped children aged 5 to 18. The curriculum emphasizes generalized training, with options for specialized preparation in behavioral studies, education, and human services. Upon completion of 99 to 115 quarter hours within two years, the graduate is awarded an Associate of Applied Science degree.

ROLES OF GRADUATES. Students are prepared to serve as teaching assistants, educational therapists, and mental health technicians. They are cross-trained in various strategies and skills to enter public and private schools, state institutions, developmental centers, penal institutions, detention centers and other agencies set up to meet the needs of the handicapped.

COMPETENCY-BASED TRAINING. No. The staff is working toward this.

PRACTICA. During the two-year course of study, 460 practicum hours are required. Students work in a variety of settings, including public and private schools, developmental centers, group homes, halfway houses, and vocational rehabilitation agencies.

STAFF. Three full-time master's level professionals and supportive course instructors.

TRAINEES. Applicants must have a high school diploma or GED. Acceptance emphasizes previous experience with the handicapped. Enrollment is usually 15 per year.

STUDENT AID. Options include Basic Education Opportunity Grants, work-study, and private funds.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. A survey of employers and graduates is used to evaluate program effectiveness. In addition, outside consultants are periodically invited to evaluate the program. Student knowledge acquisition is measured by examination, and performance skills are evaluated through subjective observation by supervisors at field sites and by use of videotapes.

DISSEMINATION. This program is reported to be under consideration by the Alabama State Education Agency as a developmental training model. In the fall of 1977, a day care lab school will serve as a demonstration site. Visitation may be arranged, and technical assistance is available. Dissemination activities have been undertaken on a state level through chapters of the Council for Exceptional Children and local school systems. For program information, write to obtain "Information on Paraprofessional Training for the Educational Therapist," which is distributed free of charge.

MENTAL HEALTH/HUMAN SERVICES TECHNOLOGY PROGRAM

JEFFERSON STATE COMMUNITY COLLEGE

Ms. Julia N. Stork - Jefferson State Community College
2601 Carson Road - Birmingham, Alabama 35215 (205) 853-1200

DESCRIPTION. This two-year training program prepares trainees to work in a change agent capacity, primarily in mental health treatment centers for institutionalized trainable and educable mentally retarded adults. In addition to a general education component, program content includes personal development and awareness, group dynamics, counseling and interviewing techniques, and familiarization with assessment techniques. Trainees also gain skills in designing and implementing behavioral objectives and instructional activities. An Associate degree is awarded, and certification of paraprofessionals is being considered.

ROLES OF GRADUATES. Graduates are qualified to be counselors or teacher aides in state and private psychiatric hospitals, day treatment centers, group homes, and programs for adolescent drug abusers.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Seven hundred clock hours of practica are required. Each student averages five to eight practicum contacts. A minimum of three contacts that emphasize counseling skills and two contacts that emphasize behavior modification techniques are suggested. Twenty sites are available.

STAFF. One full-time coordinator and five part-time staff members, half of whom are on the Ph.D. level.

TRAINEES. Admission requires a high school diploma or GED. Sixty are enrolled, and ten graduate per year.

STUDENT AID. Tuition stipends are awarded through National Institute for Mental Health funding through 1978, after which college scholarships will be considered.

FUNDING SOURCES. A grant from the National Institute for Mental Health provides salaries for part-time staff. College funds provide for the coordinator and for program operating costs.

EVALUATION. Individual courses are evaluated by verbal student feedback. Knowledge acquisition is measured by examinations. Performance competencies are assessed by checklists and supervisor observation. Graduate follow-up is provided by employer recommendations. Client change data will be collected in 1977-78.

DISSEMINATION. The program is reported to be replicable. Visitation may be arranged, and consultation is available on a limited basis.

A PROJECT TO TRAIN PARAPROFESSIONALS TO WORK WITH PRESCHOOL HANDICAPPED CHILDREN

ANCHORAGE COMMUNITY COLLEGE

Ms. Linda Funk - Anchorage Community College, University of Alaska
2533 Providence Avenue - Anchorage, Alaska 99504 (FTS 206/442-0150) (907) 279-6622

DESCRIPTION. This inservice preschool special education program offers training to paraprofessionals working in isolated rural areas of Alaska. This effort is realized by a four-step procedure whereby project staff go into the field to train local instructors at a community college or university extension center. The first day of the workshop series trains local instructors, who then assist the staff in offering a workshop to the paraprofessionals from the local area during the next two to three days. Local instructors are given course modules with texts, workbooks, and videotapes for use in the 13-week follow-up period after the workshop. Paraprofessionals complete workbook assignments and send them to local instructors, who also complete three on-site observations of the paraprofessionals working directly with children. The program is in transition and, while an Associate degree can be awarded, sufficient coursework for a full program is not currently available.

ROLES OF GRADUATES. Trainees become better prepared to function in their present positions as teacher aides in schools and Head Start Centers.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Paraprofessionals receive on-site supervision in their present positions.

STAFF. Two full-time master's level professionals.

TRAINEES. Admission is open; trainees may range from individuals with a sixth-grade education to those on the Ph.D. level. Approximately 80 to 100 paraprofessionals were trained in ten inservice workshops during 1976-77.

STUDENT AID. School districts or Head Start Centers reimburse paraprofessionals for tuition and books.

FUNDING SOURCES. Funding from the Bureau of Education for the Handicapped terminated on May 30, 1977. The program may possibly be continued through the Rural Education Affairs Department, University of Alaska.

EVALUATION. An evaluation design is in development. End-of-semester questionnaires are sent to local instructors for input on the quality and appropriateness of the coursework, usability of materials, etc. Local trainers use competency-based checklists to assess trainee performance competencies.

DISSEMINATION. The module for the Basic Development and Developmental Disabilities course is ready for replication and dissemination. Technical assistance is available, and visitation may be arranged. Printed and videotaped course materials on specific disabilities are appropriate for use with paraprofessionals and regular classroom teachers. Printed materials are available through the Easter Seal Society, c/o Marion Bowes, 726 E Street, Anchorage, Alaska 99501. Videotaped materials will be duplicated if a blank tape is sent to the University of Alaska Media Services Department, 3221 Providence Drive, Anchorage, Alaska 99504.

SPECIAL EDUCATION LEARNING EXPERIENCES FOR COMPETENCY IN TEACHING

ARIZONA DEPARTMENT OF EDUCATION, DIVISION OF SPECIAL EDUCATION

Ms. Jerrie Ueberle - Department of Education - Division of Special Education - 1535 West Jefferson - Phoenix, Arizona 85007 (602) 271-3183

DESCRIPTION. The Arizona Department of Education offers a series of 10-hour Special Study Institutes for regular and special education teachers, teacher aides, and administrators. The Institutes are held on Friday evenings and Saturdays at locations throughout the state where trainees are employed, and training is requested by education agencies. Among the Institute topics are: early identification, diagnosis in depth, prescriptive teaching, specific learning disabilities, implementing special education programs, planning and programming for low-prevalence handicapped students, classroom management, demonstration teaching, specialization at the secondary level. Training may be taken for credit. Enrollment in two Institutes equals one hour of credit, four equal two hours, five equal three hours. Credit is given on a graduate or undergraduate level, through Northern Arizona University.

ROLES OF GRADUATES. Trainees are currently employed personnel of the Arizona schools. Through the Institutes, their special education skills are improved.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Some Institutes are set up to include practicum and demonstration experience with children.

STAFF. Training is given by 60 consultant-trainers on the master's level or above, who are university approved adjunct instructors.

TRAINEES. Admission is arranged by the requesting agency. Institutes are tuition-free. Those wishing university credit pay a registration fee. During the fall of 1976, 160 weekend training sessions were conducted, and approximately 3000 people were trained. Training is also open to parents.

STUDENT AID. Not applicable.

FUNDING SOURCES. Bureau of Education for the Handicapped and the Arizona State Department of Education.

EVALUATION. An evaluation design based on behavioral objectives is being field tested. Self-evaluation is built into all Institutes to determine future training needs, and local education agencies also monitor and evaluate programs. Trainees take pre and post tests. Performance gains are tabulated by instructors and assessed in the work setting via a behaviorally stated checklist.

DISSEMINATION. This program has been replicated by the Nebraska State Department of Education. Visitation may be arranged, and training packages with competency statements, as well as a course brochure, may be requested.

PROGRAM FOR PARAPROFESSIONALS IN GENERAL SPECIAL EDUCATION

PIMA COMMUNITY COLLEGE

Dr. Billie Underwood - Pima Community College
20202 West Anklam Road - Tucson, Arizona 85709 (602) 884-6666

DESCRIPTION. This program trains paraprofessionals for general special education and includes a component for training mainstreaming skills in the public schools. An option for general child care training is also available. Trainees receive experience in a full spectrum of disability categories with clients from birth to age 21. A one-year certificate or a two-year Associate degree is awarded.

ROLES OF GRADUATES. Graduates are qualified to be teacher aides and child care workers in schools and institutions.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. For the one-year program, the practicum is one semester at 15 hours per week. In the second year, the same practicum time is required.

STAFF. The full-time staff includes one Ph.D. and two master's level professionals. Instructors from other college departments also participate in the program.

TRAINEES. The program has an open-door entry system, but reading assessment is required. Enrollment is 50.

STUDENT AID. Bilingual grant funds and local school district monies are available.

FUNDING SOURCES. Pima Community College, Vocational Education funds, and the State of Arizona.

EVALUATION. Program evaluation is based on the Discrepancy Evaluation Model, with modifications, and on student feedback. Knowledge acquisition is measured by written and oral examinations, and a practicum checklist is used for assessment of performance competencies. A survey is used for graduate follow-up.

DISSEMINATION. This program is in transition and is not ready for replication. Visitation may be arranged, and a child development center serves as a demonstration site. Technical assistance is available for a fee. A training module on Introduction to Exceptional Children is available at cost.

SPECIAL EDUCATION FOR PARAPROFESSIONALS TO SERVE THE DEAF

AMERICAN RIVER COLLEGE

Ms. Judy Tingley - Center on Deafness - American River College
4700 College Oak Drive - Sacramento, California 95841 (916) 484-8259

DESCRIPTION. This two-year program trains paraprofessionals to work with hearing impaired children and adults, and the staff plans to expand training to include the multiply handicapped and mentally retarded among the target population. The basis of the curriculum is coursework in education. However, the three core courses concentrate on practical techniques for working with the hearing impaired, and students receive exposure to a variety of signing systems for use in teaching and interpreting situations. Principles and techniques of working with the multiply handicapped are also being introduced into the curriculum. Students are integrated with hearing impaired students are integrated with hearing impaired students on campus, and many hearing impaired students serve as tutors. Successful completion leads to the Associate degree.

ROLES OF GRADUATES. Trainees are prepared to become teacher aides, rehabilitation assistants, dorm counselors, interpreters, social service aides, mental health aides in schools, hospitals, rehabilitation agencies, mental health programs, adult education, senior citizens homes, and departments of social welfare. Most find work in the immediate area.

COMPETENCY-BASED TRAINING. No. A competency-based curriculum is being planned.

PRACTICA. Two semesters of practical experience are required in public schools, rehabilitation and social work agencies, mental health programs, adult education programs, convalescent homes.

STAFF. One full-time master's level instructor, two part-time bachelor's level and one Associate level staff member.

TRAINEES. Open entrance criteria do not reouire a high school diploma. Sixty trainees were enrolled in 1976-77. Parents are included in the training program.

STUDENT AID. Basic Education Opportunity Grants, plus state and federal aid are available.

FUNDING SOURCES. Tuition and local district funding.

EVALUATION. Program effectiveness is measured through questionnaires from students and through placement feedback. Knowledge and performance skills are measured by written examination and observation.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available for a fee. A list of videotapes on deafness, a curriculum package, and a brochure can be sent. The catalogue costs $1.50.

1973: CALIFORNIA

PREPARATION OF AIDES TO WORK WITH HANDICAPPED CHILDREN

SANTA ROSA JUNIOR COLLEGE

Ms. Sharon Cooke - Santa Rosa Junior College - 1501 Menancino Avenue
Santa Rosa, California 95401 (707) 527-4224

DESCRIPTION. This program prepares the paraprofessional to work with the special needs of a full range of handicapped individuals, from infancy through adulthood, in community-based programs. A 45-credit-hour program leading to a training certificate, and a 60-credit-hour program leading to an Associate degree in Child Development are offered. A preservice program is offered to students who are not currently employed, and an inservice program is available to students who are working. Coursework includes general child development, creative activities, child/family/community interaction, early childhood education, instructional materials and media, exceptional children in integrated settings, math and reading instruction, and behavioral management techniques.

ROLES OF GRADUATES. Trainees are qualified to work as teaching assistants in public schools, residential settings, and institutions.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Two practica are required for both the preservice and inservice programs: one with severely handicapped individuals and one with mildly handicapped individuals, totalling 10 semester hours of credit, or 255 clock hours. Public schools, residential settings, and institutions comprise the 70 practica sites.

STAFF. A full-time Ed.S., one master's level professional, one bachelor's level professional and one staff member with the A.A. degree.

TRAINEES. A high school diploma or GED is required for entry into the program. The preservice program enrolls 45, and the inservice program enrolls 35.

STUDENT AID. No financial assistance is available.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. Program competencies and goals are clearly stated, and measurability and evaluation data are available. A third-party evaluation on program effectiveness is instituted and includes interviews with students, instructors, and the advisory board. Course content is probed with a rating scale completed by the students. Criterion-referenced tools, pre and post techniques, standardized tests, and written examinations are used to measure competencies of the trainees. Child change data is collected through pre and post psychological inventories, and data on graduate follow-up on trainee placement is available.

DISSEMINATION. This program is reported to be replicable, and three of its components have been adopted by other programs. Visitation may be arranged, and technical assistance is available. An on-campus Infant-Toddler Program Lab is available as a demonstration facility. Newspaper articles, slide show presentations, announcements and letters, and a public service film have been employed as community information endeavors. Packets of course outlines and competencies are available at 50¢ each. Videotapes on positive and negative strategies, and a parent handbook, are being developed. A brochure may be requested.

MENTAL RETARDATION AIDE PROGRAM

MANCHESTER COMMUNITY COLLEGE

Mr. Kenneth Steere - Manchester Community College
P.O. Box 1046 - Manchester, Connecticut 06040 (203) 646-4900

DESCRIPTION. This two-year program provides general career preparation for working with the moderately and severely retarded and the profoundly multiply handicapped. Course credit may be given to individuals whose previous or present work experience meets college credit standards. The curriculum includes a liberal arts foundation and work that is specific to mental retardation. Upon successful completion of a minimum of 61 semester hours of credit, students receive an Associate in Science degree. A certificate option provides a concentration in on-the-job training in various direct care situations, as well as specialized courses that relate to mental retardation.

ROLES OF GRADUATES. Graduates are eligible for employment in paraprofessional roles in public and private day care facilities such as group homes, regional centers, sheltered workshops, hospitals and schools, and community living centers.

COMPETENCY-BASED TRAINING. Practical aspects of the program are competency based. Classroom coursework is not.

PRACTICA. Students spend 400 hours over three semesters in practical field work. A three-week intensive inservice training program between semesters is part of the degree and certificate program also. Settings include group homes, sheltered workshops, hospitals, schools, and community living centers.

STAFF. One full-time master's level coordinator, plus instructional staff from other departments.

TRAINEES. A high school diploma or GED is required for entry. Thirty students are enrolled per year.

STUDENT AID. Students may apply to the college's general scholarship fund or to the Connecticut Association for Retarded Citizens.

FUNDING SOURCES. State general funds and support of Manchester Community College.

EVALUATION. A system for evaluating program effectiveness is in development. Trainee knowledge acquisition is assessed by written examination. Performance skills are measured through practicum observation.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. The Mansfield Training School serves as a demonstration site. Technical assistance is available, and a catalog, brochure, and a module and reading list may be requested. This project has received statewide and national newspaper and television coverage.

EARLY CHILDHOOD STUDIES AND SPECIAL EDUCATION OPTION

MITCHELL COLLEGE

Dr. David Harvey - Mitchell College
New London, Connecticut 06320 (203) 443-2811

DESCRIPTION. This two-year program prepares paraprofessionals for work in early childhood programs. Emphasis is on training in regular education, followed by intensive special education training, including coursework in parenting. The special education option represents a merging of the early childhood studies with the Human Services Program and coursework that ranges from child psychology, the exceptional child, and physical education through marriage and the family and introduction to counseling. Completion of 62 credit hours leads to the Associate degree.

This program combines knowledge of child development with modern communication skills. An elaborate media training model has been developed to train students to work with radio, television, and various forms of classroom communication as teaching vehicles.

ROLES OF GRADUATES. Graduates become teacher aides in public schools and early childhood programs, with particular qualifications for working with the trainable and educable mentally retarded. Trainees are prepared for national recruitment.

COMPETENCY-BASED TRAINING. No. The program does, however, make use of behavioral objectives for trainess.

PRACTICA. Trainees spend four to six hours per week working in the public schools for two semesters.

STAFF. Two full-time and two part-time master's level instructors.

TRAINEES. Applicants must have a high school diploma. Six were enrolled in the 1976-77 year.

STUDENT AID. Financial aid from Mitchell College can be provided, based on need.

FUNDING SOURCES. Mitchell College.

EVALUATION. Program effectiveness is evaluated by means of student questionnaires and employer feedback. Knowledge acquisition is assessed by written examinations. Performance skills are measured in writing and by interviews with supervising teachers during practica.

DISSEMINATION. This program is not ready for replication. Visitation may be arranged. Technical assistance and consultation are available for a fee. A catalog and program brochure are also available.

HUMAN SERVICES PROGRAM

QUINEBAUG VALLEY COMMUNITY COLLEGE

Ms. Nancy Chance - Quinebaug Valley Community College
Dameison, Connecticut 06239 (203) 774-1130

DESCRIPTION. This is a preservice or inservice program for teacher aides in special education, and for teachers in regular education who desire experience in special education. The focus is on the trainable and educable mentally retarded, the learning disabled, and the autistic, at the infant, toddler, and preschool levels. The program of studies includes a liberal arts foundation and special education coursework relevant to the trainee's area of need. The Associate degree is awarded upon completion of a minimum of 60 credits.

ROLES OF GRADUATES. Graduates become teacher aides in public and private schools and institutions.

COMPETENCY-BASED TRAINING. Part of the program is competency based.

PRACTICUM. Students complete two semesters of field work, for a total of 300 to 400 hours, in special education settings.

STAFF. One full-time and four part-time master's level professionals, plus instructors from other college departments.

TRAINEES. The high school diploma is not required for admission, but a screening interview is necessary to determine each applicant's suitability for field work.

STUDENT AID. State and federal aid is available.

FUNDING SOURCES. Quinebaug Valley Community College.

EVALUATION. The staff is working on a design for assessing program effectiveness. Knowledge acquisition is measured by examination and projects. Performance skills are assessed in weekly seminars, by site supervisor observation, and by staff visits to the field site.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and a catalogue and brochure may be requested.

FAMILY EDUCATION CONSORTIUM TRAINING MODEL

JOSEPH P. KENNEDY, JR., FOUNDATION

Ms. Elaine Joyce - Joseph P. Kennedy, Jr., Foundation
1701 K Street, NW - Washington, D.C. 20006 (202) 331-1731

DESCRIPTION. This program is intended to develop a consortium training model to prepare paraprofessionals to work with families of the developmentally disabled. The objective is to ensure that the developmentally disabled can be handled at home and to enable these individuals and their families to use community programs, thus preventing institutional placement.

The programs of study will be based on a human service sequence and will lead to an Associate degree. Coursework and practica will be interdisciplinary, and a competency-based curriculum model is planned.

The consortium is composed of Northern Virginia Community College, Washington Technical College, Montgomery County Community College, in affiliation with the Georgetown University UAF, the George Washington University Rehabilitation Training Center and Rehabilitation Institute. Facilities for the developmentally disabled, such as the Northern Virginia Training Center, Forest Haven, and the Great Oaks Center in Maryland, will also be involved.

FUNDING SOURCES. The Joseph P. Kennedy, Jr., Foundation is the sponsoring agent, and funds are granted by the Region III Developmental Disabilities Office in Philadelphia.

CAREER ASSOCIATE IN SPECIAL EDUCATION

SANTA FE COMMUNITY COLLEGE

Dr. Clifford LeBlanc - Santa Fe Community College - P.O. Box 1530
3000 Northwest 83rd Street - Gainesville, Florida 32601 (904) 377-5161

DESCRIPTION. This program provides one and two year training for persons desiring to work with the full spectrum of disability areas in individuals from age 6 to adulthood. Special emphasis in training is on the mentally retarded and the severely and profoundly handicapped, and on behavior management training for such individuals. Trainees may elect the one-year Career Associate certificate or continue through a second year for an Associate in Science degree upon completion of 64-66 credit hours. A unique feature of the program is the joint training of Career Associate students with senior special education interns from the University of Florida in nearby special education facilities.

ROLES OF GRADUATES. Graduates are qualified to become teaching assistants in school settings and institutions. Some elect to transfer their credits to pursue a four-year degree program in special education.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. All trainees complete two semesters of practical experience and a seven-week summer field program. Settings are special education classrooms.

STAFF. The full-time coordinator and two half-time instructors are all completing doctorates. A part-time Ph.D. and full-time paraprofessional are also included.

TRAINEES. Applicants must have a high school diploma or equivalent. During 1976-77, twenty-one were enrolled.

STUDENT AID. No resources are available.

FUNDING SOURCES. Bureau of Education for the Handicapped and Santa Fe Community College.

EVALUATION. Program evaluation is based on the Discrepancy Evaluation Model. Knowledge acquisition is assessed by individual competency testing and written examinations. Performance competencies are measured by means of a list of competencies rated by the supervising teacher.

DISSEMINATION. This program is currently being replicated in Idaho. Visitation may be arranged, and limited consultation is also available. A list of competencies can be sent, as well as a brochure. A training module kit of individualized trainee instructions is available at cost.

One project goal is to document the entire program for replication. In addition, the staff is researching and writing a comprehensive list of competencies for those being trained to work with the severely and profoundly handicapped.

TRAINING PERSONNEL FOR THE EDUCATION OF THE HANDICAPPED

COLUMBUS COLLEGE

Dr. Frances Duncan - Columbus College
Algonquin Drive - Columbus, Georgia 31907 (404) 568-2254

DESCRIPTION. A two-year specialization in a curriculum area is offered to paraprofessionals in terms of the trainable mentally retarded, educable mentally retarded, learning disabled, and emotionally disturbed, aged 3 to 18. The total objective is to deliver optimum instruction to handicapped children through coordinated participation of special educators, regular classroom teachers, and teacher aides. The curriculum includes seminars in audio-visual materials, parent counseling, and assisting with assessment and classroom management, and there is a strong emphasis on laboratory experiences. The program leads to the Associate degree and to a training certificate as a paraprofessional in special education.

ROLES OF GRADUATES. Most graduates find employment in the local community as teaching assistants in public and private settings.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Three quarters (102 hours) of practical experience are required, in private and public schools in Georgia and Alabama.

STAFF. One full-time Ph.D., four full-time Ed.D.'s, and staff instructors.

TRAINEES. Applicants must have a high school diploma or GED. The program enrolls approximately five per year.

STUDENT AID. Stipends are available.

FUNDING SOURCES. Bureau of Education for the Handicapped and Columbus College.

EVALUATION. Program effectiveness is assessed through a modified Discrepancy Evaluation Model, and by student feedback. Knowledge competencies are measured by written examinations and tasks. Performance competencies are evaluated through on-site evaluation. There is a yearly graduate follow-up.

DISSEMINATION. This program is not ready for replication. Visitation may be arranged. During the summer, the local school facilities and a model lab school serve as demonstration sites. Technical assistance is offered within Georgia and a program description, course outline, and competency list are available.

PARAPROFESSIONAL TRAINING PROGRAM IN DEAF EDUCATION

FLOYD JUNIOR COLLEGE

Dr. William Pullen - Floyd Junior College
Rome, Georgia (404) 295-6300

DESCRIPTION. This two-year program prepares paraprofessionals to work with the deaf in educational institutions. Both inservice and preservice programs are provided. Enrollees follow a curriculum comprised of liberal arts and deaf education courses, plus mental health, recreation, child development, nursing, and practicum work with the deaf. Completion of 109 hours of credits leads to the Associate degree with a major in Child Care Counseling for Schools for the Deaf and Deaf Education.

> *A companion program for the hearing impaired assists such individuals in becoming self-sufficient and prepares them to enter Gallaudet College or other four-year programs. Interpreting, tutoring, note-taking, and counseling services are offered by personnel trained in deaf education. The student may follow the Paraprofessional Training Program in Deaf Education or complete requirements for another degree.*

ROLES OF GRADUATES. Trainees are prepared for positions as teaching assistants, dorm counselors, recreation aides, and infirmary aides.

COMPETENCY-BASED TRAINING. No, but behavioral objectives have been established.

PRACTICA. The one-semester introductory practicum includes: 30 hours of work with house parents in child interaction and supervision, 30 hours in the instructional area to learn techniques of group interaction and tutoring, 15 hours in recreational activities, and 15 hours of infirmary experience. Two additional semesters of practicum provide in-depth specialization in the area the trainee chooses: house parent, teacher aide, recreation aide, infirmary aide. The site is the Georgia School for the Deaf.

STAFF. One doctoral level and one master's level professional, plus support staff including an interpreter and instructional staff from various college departments.

TRAINEES. Applicants must have a high school diploma or GED; 21 are enrolled.

STUDENT AID. Vocational Rehabilitation funds are available.

FUNDING SOURCES. Bureau of Education for the Handicapped and Floyd Junior College.

EVALUATION. Program evaluation is based on the input-process-output format. Trainee progress is assessed by the percentage of behavioral objective goals achieved in each area of study. For practicum work, a specific individual program of performance objectives is developed for each student.

DISSEMINATION. This program is not ready for replication. Visitation may be arranged. Consultancy is limited but the staff would welcome a dialogue with other programs. A catalog and course outline may be requested.

COMPETENCY TRAINING FOR PARAPROFESSIONALS WORKING WITH THE MENTALLY RETARDED

GEORGIA ASSOCIATION FOR RETARDED CITIZENS, INC.

Dr. Robert Harbach GARC, Inc. - 1575 Phoenix Boulevard
Suite 8 - Atlanta, Georgia 30349 (404) 996-4116

DESCRIPTION. This four-month inservice program gives paraprofessionals new skills essential for the effective rehabilitation of educable and trainable mentally retarded persons from birth through adulthood. The modular program of studies focuses on three core areas (behavior modification, evaluation procedures, and interpersonal community skills), with emphasis on practical "how to" experience. A certificate of training is awarded.

ROLES OF GRADUATES. Trainees are prepared to be instructors (aides) in public and private day and residential facilities serving the mentally retarded in Georgia.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Students participate in supervised practical experience at the work base where they are employed.

STAFF. One part-time Ph.D., one part-time M.A., and support staff.

TRAINEES. Since trainees are persons who are already employed at facilities serving the mentally retarded, no high school diploma is required for admission to the program. Current enrollment is 15 per training sequence.

STUDENT AID. Partial aid is supplied by the Georgia Association for Retarded Citizens, Inc.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. Pre and post testing assesses trainees' development of knowledge and performance competencies, along with ratings of employers who describe changes in the delivery of services. Student evaluation of instructors and materials is used to examine program effectiveness.

DISSEMINATION. This program is reported to be replicable. Arrangements for visitation or for obtaining materials should be made by contacting the project director.

PREPARATION OF GENERAL SPECIAL EDUCATION, PARAPROFESSIONAL, AND REGULAR EDUCATION PERSONNEL

GEORGIA COLLEGE

Dr. Alex S. Wawrzyniak - Department of Education - Georgia College
Millidgeville, Georgia 31061 (912) 453-4577

DESCRIPTION. The paraprofessional component of this program offers a two-year Associate degree program of 189 quarter hours for those who wish to work with trainable mentally retarded individuals from birth to age 50. Most participants are already employed, and thus the curriculum emphasizes upgrading of skills. The basic training program is divided into three major instructional areas. Required core areas of professional education courses cover basic oral and written communication skills, basic psychology, sociology and mental health. The special education curriculum is an overview of American systems of special education and includes normal human growth and development; work is also done in teaching content courses, with involvement in classroom management techniques, instructional models, and strategies applicable to teaching a wide range of handicapped individuals. The third program component is composed of a variety of electives.

ROLES OF GRADUATES. The program prepares instructional aides for public and private educational programs, public agencies, and residential facilities.

COMPETENCY-BASED TRAINING. No. The staff is working toward this.

PRACTICA. Because most students are employed, their major practical experience is structured at their job sites for 30 to 40 hours per week. For those not employed, a minimum of 300 to 400 contact hours are required in the field.

STAFF. One Educational Specialist and 1-1/3 Ed.D. level instructors, plus supportive course instructors on a doctoral level.

TRAINEES. A high school diploma or GED is required for entry, and the program enrolls approximately 45 trainees per year.

STUDENT AID. The college pays for one course per quarter for each student, who also has options for aid from the Department of Human Resources, work-study opportunities, and Basic Education Opportunity Grants.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. Student feedback is used to evaluate instructors and course content. Student knowledge assessment is accomplished by written examinations, but emphasis is placed on on-the-job evaluation which is done at least annually. A yearly graduate follow-up is planned.

DISSEMINATION. This program is not yet ready for replication, but visitation is open on arrangement. Technical assistance is available, and program brochures are in development. A full program description is available at no cost.

PARAPROFESSIONAL TRAINING PROJECT

LEEWARD COMMUNITY COLLEGE

Dr. John Fry - Leeward Community College/University of Hawaii System
98-045 Ala Ike - Pearl City, Hawaii 96782 (808) 455-0396 FTS (415) 556-0220

DESCRIPTION. This program offers inservice and preservice training to paraprofessionals in the multicultural state of Hawaii. Training includes a human services core consisting of human development, communication studies, and interpersonal relations, as well as special topics skills courses such as crisis intake, language skills, intercultural relations, family counseling, and substance abuse. Paraprofessionals are trained to work primarily with educationally retarded or physically handicapped individuals. Also included is a component to train paraprofessionals to work with the learning disabled and to acquire vocational education skills. Additional work in curriculum and instructional activities is required for this component. A certificate of achievement is currently being offered, and an Associate of Science degree program is being developed.

ROLES OF GRADUATES. Graduates are prepared to become teaching assistants or to assume various positions in public and private agencies.

COMPETENCY-BASED TRAINING. No. However, special topics skills courses are based on competency attainment.

PRACTICA. Many of the courses and workshops contain a field work component. Thirty settings in elementary schools, health agencies, private and state agencies, and state hospitals are available for placement.

STAFF. One full-time Ph.D. level coordinator and instructors as needed from other community colleges.

TRAINEES. Participants should be 18 years of age and have a high school diploma or GED. During 1976-77, 150 were enrolled in various aspects of the program.

STUDENT AID. Student tuition may be paid by employing agencies, and assistance is also available through work-study programs and the student financial aid office.

FUNDING SOURCES. Vocational Education funds and tuition.

EVALUATION. Workshops and courses are evaluated by student and faculty surveys. Feedback is also gained from an advisory committee. Student knowledge acquisition is measured through written examination and performance competencies are measured by a practicum observation checklist. Informal means are used to gather information on rate of employment and employer satisfaction.

DISSEMINATION. The program is still in the development stage. Visitation may be arranged, and technical assistance is available. Demonstration facilities include an on-campus reading lab, as well as field sites. A brochure may be requested.

BOISE STATE UNIVERSITY AND IDAHO STATE SCHOOL AND HOSPITAL PROJECT

Boise State University

Ms. Barbara Lohmeier - Department of Teachers - Boise State University
1910 University Drive - Boise, Idaho 83725 (208) 385-1011

DESCRIPTION. This perservice/inservice training program is intended for personnel in alternative learning environments. Courses are generally held at the location of full-time employment, the program is of three years' duration, and trainees earn a university certificate after completing 21 semester hours. Participants are prepared for the care and training of the severely and profoundly handicapped from age 4 to old age, but they receive exposure to other types of handicap. The curriculum includes seven modules: orientation to human services, orientation to the disabled, behavior analysis, human growth and development, interactive processes, client care, and leisure programming.

ROLES OF GRADUATES. Participants are trained as human service technicians to provide direct care in institutions and in adult and child development centers.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Participants make use of their own work sites and also of other agencies for practical experience.

STAFF. One part-time Ph.D., one full-time master's level professional, one secretary, and supportive instructional staff.

TRAINEES. A high school diploma or GED is required for entry. The program enrolls approximately 20 annually.

STUDENT AID. The employer pays tuition.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. Although a more elaborate evaluation plan is in development, program effectiveness is presently measured by student and instructor feedback, and instructors are evaluated by students. Measurement of student success in coursework is accomplished through written examinations in combination with competency observations and checklists; supervisor feedback is also taken into account. Plans are being made for graduate follow-up.

DISSEMINATION. This program is not yet ready for replication. Visitation may be arranged, and the Idaho State School and Hospital serves as a demonstration site. Technical assistance is available, a brochure may be requested, and draft copies of the seven training modules are available for the cost of reproducing them.

TRAINING PROGRAM FOR INTERPRETERS

COLLEGE OF SOUTHERN IDAHO

Mr. Jim Palmer - College of Southern Idaho - P.O. Box 1238
Twin Falls, Idaho 83301 (208) 733-9554

DESCRIPTION. This program offers two courses over two semesters, with the intention of upgrading the skills of interpreters and of recruiting new interpreters to work with the hard-of-hearing and deaf in a variety of settings, including legal, educational, vocational, rehabilitation, medical, artistic, and platform interpreting situations. The focus is on providing interpretive services to secondary school and adult populations. The curriculum is composed of 24 hours of coursework and 12 hours of practicum per semester, and the development of a two-year Associate degree program is underway. In addition, workshops consisting of three-day, two-week, or weekend training are offered by the Idaho Registry of Interpreters for the Deaf and the Regional Resource Center for the Deaf in Monmouth, Oregon, in conjunction with the College of Southern Idaho.

ROLES OF GRADUATES. Students become employed as interpreters in education, mental health, medicine, social work, vocational rehabilitation, legal and religious settings.

COMPETENCY-BASED TRAINING. No. A competency-based curriculum is in preparation.

PRACTICA. Trainees complete 12 hours of practical experience per semester. The use of signing and interpreting skills is done on campus through an in-house practicum based on videotape, drama, and other learning experiences.

STAFF: One full-time bachelor's level instructor.

TRAINEES. Entrance requirements are open, but a high school diploma or equivalent is preferred. Applicants should have basic conversational signing skills. In the fall of 1976, 13 trainees were enrolled, and 7 were enrolled in the spring semester of 1977.

STUDENT AID. Work-study programs and student loans are available.

FUNDING SOURCES. College of Southern Idaho.

EVALUATION. The program evaluation design is being developed. Trainees are evaluated by direct observation and videotaping. They are also eligible for evaluation by the certifying body of the Idaho Registry of Interpreters for the Deaf.

DISSEMINATION. Visitation may be arranged. Technical assistance is available. Brochures can be sent, and videotapes will be duplicated for those who forward a blank videotape.

MENTAL HEALTH ASSISTANT PROGRAM

CARL SANDBURG COLLEGE

Mr. Ivan Harrison - Carl Sandburg College
Galesburg, Illinios 61401 (309) 344-2518

DESCRIPTION. This two-year evening program is designed to upgrade the skills of personnel already employed at the Illinois State Residential Center. Trainees concentrate on working with adolescent, adult, and geriatric clients who are emotionally disturbed. An Associate in Applied Science degree is conferred upon successful completion of 106 quarter hours, ranging from liberal arts coursework to specialized classes in such areas as behavior analysis communication and applied personality theory.

ROLES OF GRADUATES. Graduates are eligible for work as mental health assistants in Illinois residential centers.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Two quarters of on-site practical experience are required, for a total of 180 hours, at the Illinois State Residential Center.

STAFF. One full-time Ph.D., and two part-time master's level professionals.

TRAINEES. Entry requires a high school diploma or GED, as well as an entrance extrance examination. Fifteen were enrolled in 1976-77.

STUDENT AID. Basic Education Opportunity Grants, state and federal aid, and work study programs are available.

FUNDING SOURCES. State support and tuition.

EVALUATION. Evaluation of program effectiveness is based on instructional needs and student feedback. Trainee knowledge acquisition is measured by written examinations. Performance skills are inferred by observation of supervisors. The college placement officer conducts an annual follow-up of graduates.

DISSEMINATION. The program is reported to be replicable if the same type of residential facilities exist in other areas. Some visitation may be arranged, and technical assistance can be made available. A college catalogue, including course requirements, is also available.

HUMAN SERVICES INSTITUTE

CITY COLLEGES OF CHICAGO

Dr. Joan W. Swift - Human Services Institute - City Colleges of Chicago
209 North Michigan - Chicago, Illinois 60601 (312) 977-2544

DESCRIPTION. The Human Services Institute offers two distinct training programs: one for special education teacher aides in public schools, the other for residential child care workers. Emphasis is on upgrading the skills of persons already employed in these areas, but preservice training is also provided. Trainees receive experiences with the trainable and educable mentally retarded, learning disabled, emotionally disturbed, orthopedically handicapped, visually impaired, speech impaired, and hard of hearing, aged 5 to 21. Trainees may receive a training certificate after completing the one-year program of 32 credit hours. The Associate degree is awarded to those who complete an additional 30 hours in the second year.

ROLES OF GRADUATES. Graduates become teaching assistants in special education settings and residential child care workers.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. The program includes one semester of practical experience for 400 hours in special education classrooms and residential institutions.

STAFF. Five full-time master's level professionals and instructional staff from other departments.

TRAINEES. Applicants must be at least 19 years of age, but need not have a high school diploma. The program enrolls 150.

STUDENT AID. Illinois State grant funds and work-study programs are available.

FUNDING SOURCES. City Colleges of Chicago.

EVALUATION. Program effectiveness is judged by an Advisory Committee and by student feedback. Trainee knowledge competencies are evaluated by written examination and projects. Performance skills are assessed by practicum observation. Graduate follow-up is done after graduates have been employed for one year.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. An on-campus preschool serves as a demonstration site, and technical assistance is available. A catalog, brochure, and collection of training materials may be requested. A course film on normal child development is also available.

CHILD CARE SERVICES PROGRAM

OAKTON COMMUNITY COLLEGE

Ms. Helene Block - Coordinator of Child Care Services - Oakton Community College
7900 North Nagle Avenue - Norton Grove, Illinois 60053 (312) 967-5120

DESCRIPTION. The Child Care Program, which prepares students to work with preschool aged children, has a special education option for those who are interested in the field. Courses designed specifically for special education cover a full spectrum of disability categories, with exposure to children of other ages. An Associate of Applied Science degree is awarded for successful completion of 68 semester hours of child care courses and general education requirements, over four semesters. There is also the option to transfer to a senior college in a child-care related field. Programs enabling trainees to attain certificates for 15 or 30 credit hours of work are also being instituted.

ROLES OF GRADUATES. Graduates are qualified for positions as preschool or day care teachers and aides, or aides in special education facilities.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Students complete two semesters of practical experience, at 12 hours per week, in public and private schools.

STAFF. Three full-time and four part-time instructors on the master's level, and one part-time instructor on the bachelor's level.

TRAINEES. Admission requirements are open, but practicum screening is based on grade-point average and a personal interview. In 1976-77, approximately 10 percent of the students were placed in special education facilities.

STUDENT AID. Student support is available through the college and via state aid.

FUNDING SOURCES. Oakton Community College.

EVALUATION. An Advisory Board evaluates the program, with input from professionals in the field and student feedback. Trainee knowledge acquisition is measured by written and oral examinations. Performance skills are evaluated by supervising teachers at the practicum sites, and are also observed by the college practicum supervisors.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available. A course description, syllabus, and brochure may be requested.

INTERPRETER TRAINING PROGRAM

WAUBONSEE COMMUNITY COLLEGE

Ms. Christine Alvarez - Waubonsee Community College - WHIP, Route 47 at Harbor Road - Sugar Grove, Illinois 60554 (312) 466-4811

DESCRIPTION. This two-year preservice program enrolls students for specialized training in all types of communication skills for the deaf. Coursework, practica, and observation experiences prepare trainees to work with the deaf from childhood through adulthood, in a variety of settings including educational tutoring. A certificate program of 31 credits over a two-year period is offered for part-time students, and the focus is strictly on interpreting. The Associate degree program, also two years, includes such courses as psychology and mathematics, requires full-time attendance and the completion of 64 credits, and focuses on both interpreting and tutoring.

ROLES OF GRADUATES. Training prepares graduates as interpreters in education, medicine, industry, rehabilitation, legal and religious pursuits. Graduates of the full-time program also become interpreter-tutors.

COMPETENCY-BASED TRAINING. No.

PRACTICA. The Associate program includes two semesters of practical experience, at five hours per week, in schools, vocational rehabilitation settings, courtrooms, and medical facilities.

STAFF. One full-time staff member has certification from the Registry of Interpreters for the Deaf. In addition, there are four teachers of the deaf on the staff, and one of these is a hearing impaired individual.

TRAINEES. No high school diploma is required for admission. Enrollment is 24 students.

STUDENT AID. Basic Education Opportunity Grants, Illinois State scholarships, and work-study programs are available.

FUNDING SOURCES. Waubonsee Community College.

EVALUATION. Although student progress is evaluated throughout the program of study, a primary evaluation method is the earning of a provisional permit from the National Registry of Interpreters for the Deaf. Program effectiveness is also evaluated by follow-up at job placements.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. The staff presents workshops, and is developing a slide presentation. A brochure may be requested.

DEVELOPMENTAL DISABILITIES PROGRAM

DES MOINES AREA COMMUNITY COLLEGE

Ms. Katy Allen, Instructor, Developmental Disabilities - Des Moines Area Community College - Ankeny, Iowa 50021 (515) 964-6303

DESCRIPTION. Based on both a developmental and a behavioral approach, this preservice program prepares the trainee to serve as a member of the multidisciplinary team and to provide direct services to disabled individuals. A diploma is awarded upon completion of a four-quarter sequence in developmental disabilities. The sequence includes the basics of child development, program and curriculum planning, materials and activities development, and education for young children. An Associate degree may be earned by completing an additional 48 quarter hours of credit in general education coursework. Although direct contact with preschoolers is provided in three lab school situations, trainees may become experienced with clients from age 2 through adulthood who primarily exhibit handicapping conditions categorized as trainable or educable mentally retarded, emotionally disturbed, and learning disabled.

ROLES OF GRADUATES. Graduates are qualified to act as teacher aides, cottage parents, and child care workers.

COMPETENCY-BASED TRAINING. No. However, some individual courses are structured around that model.

PRACTICA. Demonstration and practicum experiences are provided at the on-campus lab school, public schools, private agencies, and the state hospital. The minimum requirement is 308 hours of practicum work.

STAFF. One full-time and one part-time master's level instructors, and two full-time and two part-time bachelor's level instructors.

TRAINEES. A high school diploma or GED is required for admission. Thirty students are enrolled.

STUDENT AID. Des Moines Area Community College offers general financial aid.

FUNDING SOURCES. Des Moines Area Community College.

EVALUATION. Program effectiveness is judged and follow-up is provided via a dialogue with employers, graduate questionnaires, and advisory board input. Knowledge acquisition is measured by written examinations and performance skills are assessed by the evaluation of the practicum supervisor.

DISSEMINATION. The lab school component of the program is reported to be replicable. Visitation may be arranged, and technical assistance is available. The on-campus lab school serves as a demonstration site. A brochure may be requested.

HUMAN SERVICES PROGRAM

ELLSWORTH COMMUNITY COLLEGE

Dr. Sam Osborne - Ellsworth Community College - 1100 College
Iowa Falls, Iowa 50126 (515) 648-4611

DESCRIPTION. This program prepares human service specialists in child development, care and education of the handicapped, and work with delinquent and depenent youth, from preschool to adulthood. The curriculum is based on applied behavior analysis and includes behavioral teaching methods and change strategies, counseling and tutoring, adolescent psychology, developmental activities and materials, and first aid. A certificate in human services may be obtained after one year of training; a second year leads to the Associate degree, transferrable to a four-year program in special education, psychology, or social work.

ROLES OF GRADUATES. Graduates are qualified for employment as child development workers in state facilities for the mentally retarded; residential or educational staff members in facilities for the handicapped; youth service workers in state facilities for delinquent and dependent youth; teacher aides in regular or special education classrooms in public schools. Most graduates remain in Iowa.

COMPETENCY-BASED TRAINING. A competency-based curriculum is in development.

PRACTICA. The practicum is an eight-hour day, five days per week, for nine weeks in one of 10 cooperating agencies. Advanced students in Human Services can also work at the Parent Education and Assistance Center, an after-school program operated by Ellsworth Community College.

STAFF. A full-time Ph.D., five full-time master's level members, and one member on as Associate level, plus course instructors from other departments.

TRAINEES. Applicants need not have a high school diploma, but must complete a program selection interview. During 1976-77, 44 trainees were enrolled in the first year program, and 30 were in the second year.

STUDENT AID. State Vocational scholarships, private agency assistance, and a college aid program based on need are available.

FUNDING SOURCES. Ellsworth Community College and state reimbursement.

EVALUATION. Program effectiveness is assessed yearly by an Advisory Committee, by student feedback, and by staff evaluation at training sites. Trainee knowledge acquisition is measured by written examinations and demonstration of knowledge. Performance skills are measured by on-site checklists and student self-evaluation. Graduate follow-up is carried out annually.

DISSEMINATION. This program is being replicated in two other locations. Visitation may be arranged. The Parent Education and Assistance Center is a demonstration site. Technical assistance is available for a fee. A catalogue and brochure may be requested, and available at cost are a paper entitled "Career Specific Training for Behavior Technicians: A Model, A Curriculum, and a Sample," and a list of commercial materials and products. The staff is active in workshop and conference presentations.

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REHABILITATION FACILITIES SPECIALISTS CAREER OPTION PROGRAM

Iowa Lakes Community College

Mr. Eugene Schorzmann, Assistant Superintendent - Iowa Lakes Community College - 101-1/2 North Sixth Street - Esthersville, Iowa 51334 (712) 362-2601

DESCRIPTION. Two years of training are offered by the Psychology Department to prepare students to work with the mentally retarded or emotionally disturbed secondary school and adult population. Those completing the program have the option of entering the work market or transferring all credits to a four-year college or university. The Associate degree is based on a minimum of 90 credits over approximately seven quarters.

ROLES OF GRADUATES. Trainees are prepared to assume the role of rehabilitation specialist or rehabilitation director at centers, sheltered workshops, and private institutions. Trainees are prepared for national recruitment.

COMPETENCY-BASED TRAINING. No. The project is working to develop this.

PRACTICA. The practical experience consists of one ten-week semester, at 40 hours per week, in rehabilitation centers, sheltered workshops, and private institutions.

STAFF. Two full-time master's level instructors.

TRAINEES. Although a high school diploma is not required for admission, students receive opportunities to work toward this during the program. During 1976-77, 30 were enrolled.

STUDENT AID. National Defense Student Loans, Economic Opportunities Grants, work-study programs, and private scholarships are available.

FUNDING SOURCES. State support and Iowa Lakes Community College tuition.

EVALUATION. The staff is developing methods for evaluating program effectiveness. Knowledge acquisition is measured by written examinations. Performance skills are evaluated by the practicum supervisor and through employer questionnaires. The program coordinator carries out graduate follow-up.

DISSEMINATION. This program has been replicated elsewhere in Iowa. Visitation may be arranged. Practicum facilities serve as demonstration sites. Technical assistance and on-site consultation are available for a fee. A brochure can be sent.

AIDE FOR THE HANDICAPPED - PUBLIC SERVICE CAREERS

KIRKWOOD COMMUNITY COLLEGE

Ms. Vickie V. Kelly - Kirkwood Community College
Cedar Rapids, Iowa 52401 (319) 398-5576

DESCRIPTION. This program prepares personnel to work with children with mild to severe disabilities, from birth to early adulthood, in the areas of trainable and educable mentally retarded, learning disabled, emotionally disturbed, orthopedically handicapped, speech impaired, hard of hearing, or deaf. The sequential curriculum is transferable for a four-year degree in special education. A training certificate is awarded for completion of one year. The two-year program culminates in the Associate degree at the completion of 90 credits.

ROLES OF GRADUATES. Personnel are trained to become aides in special education classrooms, in institutional settings, and in community programs. Most take jobs in the local area.

COMPETENCY-BASED TRAINING. No. This is to be developed.

PRACTICA. Trainees spend two quarters in practica, one at 10 hours per week, the second at 20 hours per week, in special education classrooms, group homes, sheltered workshops, and community activity centers.

STAFF. One full-time master's level coordinator and course instructors.

TRAINEES. The open entrance requirements do not demand a high school diploma. During 1976-77, twenty were enrolled.

STUDENT AID. Work-study programs and state grants are available.

FUNDING SOURCES. Kirkwood Community College.

EVALUATION. The staff is currently developing an evaluation design.

DISSEMINATION. This program is not ready for replication. Visitation may be arranged. Technical assistance will be offered after the summer of 1977, and brochures, course outlines, and catalogs are available.

PARAPROFESSIONAL INSERVICE WORKSHOPS

FORT HAYS STATE COLLEGE

Dr. Lyman W. Boomer, Coordinator of Special Education - Fort Hays State College - Park Street - Hays, Kansas 67601 (913) 628-4212

DESCRIPTION. This program offers one-to-four-day inservice workshops to paraprofessionals employed by cooperating school systems. Offered throughout the school year, the workshops result in one to two hours of credit. The intent is to upgrade the competencies of paraprofessionals who work with moderately handicapped elementary and secondary aged children who are learning disabled, emotionally disturbed, educable or trainable mentally retarded. The program, however, is structured within a generic framework. Content and skills focus on defining the role and competencies of the paraprofessional, communication between professional and paraprofessional, providing assistance in instructional and non-instructional activities, and behavior management. Six series of workshops were offered in 1976-77. Because of the great need to train paraprofessionals in Kansas, the project is working cooperatively with the state education agency to develop a trainer-facilitator model whereby local school districts would select local coordinators to be trained by this project to give direct training to paraprofessionals.

ROLES OF GRADUATES. Trainees continue as teaching assistants in public schools, day school cooperatives, and Head Start programs.

COMPETENCY-BASED TRAINING. No. However, specific competencies are addressed.

PRACTICA. On-site follow-up is offered on an individual basis as need arises.

STAFF. Three Ph.D.'s and two Ed.S. level professionals are available to the paraprofessional program. Their accumulated time equals one full-time position.

TRAINEES. School districts select paraprofessionals to participate in workshops. No other credential is required. Approximately 20 to 25 participate in each workshop series.

STUDENT AID. Workshops sponsored by the state education agency provide a $15 per diem. Those sponsored by local education agencies offer release time.

FUNDING SOURCES. State funds and school district support.

EVALUATION. Workshop content is evaluated through written and verbal participant feedback. Performance competencies are evaluated through practical application (e.g., developing materials and screening devices) and through verbal feedback from cooperating teachers and principals. A survey listing performance competencies is being planned.

DISSEMINATION. This program is reported to be replicable, and visitation is welcomed. No demonstration facilities exist on campus. An article entitled "The Paraprofessional in Special Education" is available on request.

TEACHING ASSOCIATE PROGRAM

KANSAS NEUROLOGICAL INSTITUTE AND UNIVERSITY OF KANSAS

Dr. Doug Guess - Department of Special Education - University of Kansas
Lawrence, Kansas 66045 (913) 864-4954

DESCRIPTION. This two-year program is designed to prepare teaching associates to assist teachers of the severely and profoundly handicapped aged 5 to 21. Although trainees earn college credit toward an Associate degree, the Kansas Neurological Institute does not award this, but credits are applicable to other institutions of higher education. The curriculum is heavily oriented toward operant procedures, and coursework includes mental retardation, behavior modification, classroom participation, methods and evaluation, classroom planning, programming of the learning environment, work with prosthetic devices, and curriculum development.

ROLES OF GRADUATES. Graduates serve as teaching associates in public schools and institutions.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. During the two-year program, the student is expected to complete 250 to 300 hours of on-site work, mainly in institutions.

STAFF. One full-time Ph.D. director and two master's level instructors.

TRAINEES. Students taking courses for no credit have no entry requirements. Those wishing to apply for college credit are required to have a high school diploma or GED. Currently, the program enrolls 10 to 14 trainees.

STUDENT AID. The program offers a few paid trainee positions.

FUNDING SOURCES. State support, primarily from social and rehabilitation services.

EVALUATION. A pre and post assessment system is used to evaluate students and to assess program effectiveness. Students provide feedback about the program via interviews. Student knowledge proficiency is measured by written examinations, and performance competencies are measured by observation and a proficiency scale rating skill areas. Graduates are followed up after completion of the program, and an on-site re-administration of performance competency evaluation is given.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged and technical assistance is available. An on-campus institutional school serves as a demonstration site. Listings of competencies are available on request, and the 23 training modules are available on a limited basis to programs which are clearly in the beginning phases of training.

STATEWIDE PARAPROFESSIONAL TRAINING MODEL

KANSAS STATE EDUCATION AGENCY

Ms. Phyllis Kelly - Kansas State Education Agency - 120 East Tenth Street
Topeka, Kansas 66612 (913) 296-3866

DESCRIPTION. This inservice training program to upgrade the skills of special education paraprofessionals is completely organized, executed, and supervised by the state education agency, in cooperation with local education agencies and cooperatives. The program provides direct training to the facilitator or trainer chosen by each local education agency. Facilitators, in turn, provide workshops to train paraprofessionals within their school districts. Four facilitator workshops are conducted in a central location during the year, each generally lasting 1½ to 2 days. The orientation to exceptionality is generic, becoming more specific as need is expressed. Those working with the severely and profoundly handicapped attend an additional workshop geared to the needs of this population. Although no credit nor certification is awarded at this time, guidelines for a state certification process are being developed; as a result, college credit will be initiated in collaboration with institutions of higher education.

ROLES OF GRADUATES. Special education paraprofessionals will continue to act in instructional capacities in public and private facilities.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Facilitators assist special education directors, in cooperation with classroom teachers, in monitoring the performance of the paraprofessionals in their schools during the year.

STAFF. One full-time director who is completing a doctorate, an assistant director on the master's level, and consultants engaged for specific workshops.

TRAINEES. Facilitators range in position from paraprofessional to special education director. Out of 40 districts in Kansas, 32 facilitators have participated in the workshops. During 1976-77, 100 facilitator/paraprofessional workshops provided training for over 600 of the 822 special education paraprofessionals employed in Kansas.

STUDENT AID. A $15.00 per diem and some stipends are offered. Local education agencies pay facilitators' expenses and may also reimburse paraprofessionals when workshops are scheduled after school hours.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. External evaluation procedures are being completed in cooperation with the University of Virginia Evaluation Unit. Facilitator workshops are evaluated by an outside consultant and through facilitator questionnaires. Three categories of response are employed for internal evaluation: questionnaires sent to paraprofessionals' supervisors, facilitators and/or special education directors, and the paraprofessionals themselves. Additional information is gained via observation of facilitators and feedback of school personnel working with paraprofessionals.

DISSEMINATION. It is reported that this program is replicable if a specific state education agency employee is held accountable for its success. Visitation may be arranged. Newsletters are sent to paraprofessionals, and printed guidelines for paraprofessionals and cooperating teachers will be available in the fall of 1978.

TRAINING AND MAINTAINING PARAPROFESSIONALS AS EARLY INTERVENTION STRATEGISTS AND DAY CARE HOME CONSULTANTS FOR HANDICAPPED PRESCHOOL CHILDREN

University of Kansas and Kansas City, Kansas, Community College

Dr. Jeane Crowder and Dr. Victoria Marquesen - Juniper Gardens Children's Project - 1907 North Third Street - Kansas City, Kansas 66101 (913) 342-4610

DESCRIPTION. Primarily intended for inservice training, this 11-month program prepares paraprofessional specialists for work with behaviorally disturbed and developmentally handicapped children and their parents. The target population is aged 3 to 16, but emphasis is placed on the preschool group. This program is conducted in cooperation with the Juniper Gardens Children's Project. Coursework begins with intensive training in behavior management and also covers areas of early intervention, infant stimulation, parent training, and community liaison. Twenty semester hours are applicable to an Associate degree; credit is available through the University of Kansas and Kansas City, Kansas, Community College.

ROLES OF GRADUATES. Graduates become teaching assistants in public schools and private day care centers, generally within the immediate community.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Practical experience is continuous, two to three days per week for eleven months, in public school classrooms and private day care centers.

STAFF. One full-time Ph.D., one part-time master's level instructor, and one supporting staff member.

TRAINEES. Applicants must have a high school diploma or GED. In 1976-77, eleven were enrolled.

STUDENT AID. Basic Education Opportunity Grants and work study programs are available.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. Program effectiveness is determined by comparing progress with baseline data, and by gathering student feedback. Knowledge acquisition is measured by task completion, and performance competencies are measured by observation. Group child change data is being collected, and research data should be available in the fall of 1977.

DISSEMINATION. The program is reported to be replicable. Visitation may be arranged. Technical assistance is also available. In addition to a catalog and brochure, copies of training modules on behavior management, positive approaches to solving behavior problems, assessment of behavior, positive teaching strategies for paraprofessionals in preschool training, and parent training are available at cost. A thesis entitled *Implementation of Behavior Training for Preschool Day Care Aides by In-House Trained Paraprofessionals* by J. D. Beehler, is sent for the cost of duplication. A journal entitled *Forum for Behavior Technology* may be ordered from Box 4792, Overland Park, Kansas 66204.

A CONTINUING EDUCATION PROGRAM TO UPGRADE SKILLS OF PARAPROFESSIONALS WORKING WITH HANDICAPPED CHILDREN AND ADULTS

CATONSVILLE COMMUNITY COLLEGE

Mr. William Philipp - Division of Continuing Education - Catonsville Community College - 800 S. Rolling Road - Baltimore, Maryland 21228 (301) 455-6050

DESCRIPTION. This program offers inservice training to develop the skills of paraprofessionals (including parents, volunteers, and paid aides) who are working or will work with handicapped children and adults in a variety of settings in the Baltimore area. Most of the target population are trainable mentally retarded, with accompanying sensory problems. Besides an Introduction to Exceptionality, three series of workshops are offered: Teaching Self-Help Skills, Teaching Activities Development, and Handicapped Child Care Assistance (baby-sitting for handicapped children). These programs are available through the cooperative efforts of the college and the Red Cross. Additionally, a training sequence at a large institution for the retarded, a series of sign language and deaf awareness seminars, a continuing education program for deaf adults offered by Gallaudet College, and a program in life management skills for developmentally disabled adults are to be offered. The program operates workshops that are usually for 12 to 20 clock hours for six to ten weeks. A certificate of completion from the college and Red Cross, or continuing education units, may be awarded.

ROLES OF GRADUATES. Trainees will function as baby-sitters, teacher assistants, and child care workers.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Much of the coursework is in hands-on situations. Supervised practicum (on Saturdays) of 24 hours, and a minimum of 20 hours of unsupervised contact, are required for the workshops.

STAFF. One full-time coordinator and six part-time professionals, all on the master's level except that one teaching professional is a Ph.D.

TRAINEES. Most of the 60 students trained each year are juniors or seniors in high school, or are in college and have been recruited by the Red Cross. Other trainees are currently working in institutions which sponsor workshops.

STUDENT AID. Assistance is available through the college financial aid office. Tuition reimbursement is available through employers.

FUNDING SOURCES. Bureau of Education for the Handicapped and the continuing education budget of Catonsville Community College.

EVALUATION. Each student completes a questionnaire evaluating the learning experiences and level of instruction. Written examinations are used to measure knowledge acquisition. Instructors and on-site staff evaluate students' performance competencies.

DISSEMINATION. The Red Cross component of the program is reported to be replicable. It is hoped that a junior college in Maryland will be used as a replication site in the future. Demonstration facilities are available in cooperation with a large institution for the retarded. Technical assistance is available, and course outlines are available on request.

SPECIAL EDUCATION ASSISTANT'S PROGRAM

COMMUNITY COLLEGE OF BALTIMORE

Ms. Joshlin Brunson, Coordinator - Community College of Baltimore
2910 Liberty Heights Avenue - Baltimore, Maryland 21215 (301) 396-7966

DESCRIPTION. Offering both a one-year, 30-semester-hour certificate and a two-year 60-semester-hour Associate degree, this preservice program provides coursework to prepare supportive personnel to assist special education teachers, speech pathologists, or other professionals in any setting where special education needs exist. Trainees receive experience with the severely and profoundly handicapped, trainable and educable mentally retarded, learning disabled, emotionally disturbed, and speech impaired on a preschool to adult level. Program emphases include identifying and screening exceptionality, speech and language development, executing articulation and language instruction, managing lessons, drafting behavioral objectives, and preparing a resume.

ROLES OF GRADUATES. Graduates are qualified to be teacher assistants, performing instructional tasks in public schools and other facilities.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Twenty practicum sites, including public and private schools, day care and rehabilitation centers, are available. A hospital placement will also be possible in 1977-78. In the certificate program, four semester credits or 216 clock hours are required. Four semester credits or 362 clock hours are required for the degree program.

STAFF. One master's level and one master's-plus professional.

TRAINEES. Admission requires a high school diploma or GED, a college entrance examination, an interview with the program coordinator, and a written essay of goals. The program enrolls 15 certificate students and 25 degree program trainees.

STUDENT AID. Some aid is available through grant monies from the Bureau of Education for the Handicapped.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. The staff is beginning to implement the Discrepancy Evaluation Model, and the total program and each course are also evaluated by a written student survey. Knowledge acquisition is measured by written and verbal examinations. Performance competencies are measured by observation based on a comprehensive competency checklist. Graduate follow-up is accomplished by written questionnaires to graduates and verbal feedback from employers. Child change data is also collected.

DISSEMINATION. This program is reported to be replicable. Visitation is encouraged, and technical assistance is available. An on-campus Education Service Center is available as a demonstration center and practicum site. A program description may be requested, and a training handbook and instructional activities book are available for a nominal fee.

An inservice workshop is planned for school administrators and parents to inform them of the need for and availability of trained paraprofessionals.

A PROJECT FOR TRAINING STATE-CERTIFIED PARAPROFESSIONALS TO WORK WITH SEVERELY AND PROFOUNDLY HANDICAPPED CHILDREN

DUNDALK COMMUNITY COLLEGE

Dr. Vincent Chillemi, Director of Special Education - Dundalk Community College - 7100 Sallers Point Road - Baltimore, Maryland 21222 (301) 282-6700

DESCRIPTION. This program provides two options for preservice training. Option I is a 32-semester-hour (one-year) program resulting in a certificate from the college. Option II, a 62-hour program, results in an Associate degree. The special education component focuses on an introduction to special education, psychology of mental retardation, classroom management, evaluation, and role differentiation strategies for teachers and aides. Field trips and course work focus on the trainable and educable mentally retarded, learning disabled, and emotionally disturbed populations from infancy to adulthood. The Dundalk program is part of a consortium consisting of Johns Hopkins University, Coppin State College, the John F. Kennedy Institute, and the Maryland State Department of Education; the consortium is concerned with the severely and profoundly handicapped. A counseling program for parents of Down's Syndrome children is offered in cooperation with Sinai Hospital, and other credit and non-credit workshops are provided for paraprofessionals working within school systems and other agencies.

ROLES OF GRADUATES. Graduates are qualified as teacher assistants in public schools, institutions, and agencies.

COMPETENCY-BASED TRAINING. No. The program is developing toward this.

PRACTICA. Sites include public schools, state hospitals, the State School for the Blind, private mental retardation centers, and infant stimulation projects. Six semester hours of practicum (one full day per week) are required for the degree program.

STAFF. Two Ph.D.'s and three master's level professionals.

TRAINEES. An open door admissions policy is maintained by the college. The program includes 15 to 20 full-time and 30 part-time students.

STUDENT AID. Financial assistance is available through the college.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. The evaluation design of this program is being reorganized. Knowledge acquisition is measured by written examinations, and competencies are measured by the observation of coordinator and supervisor. A graduate follow-up system through employer feedback is being instituted.

DISSEMINATION. It is reported that this program is ready for replication. An on-campus infant stimulation program for severely and profoundly handicapped infants and their parents served as a demonstration site during 1976-77. Technical assistance is available, and a slide-tape presentation concerning the severely and profoundly handicapped population is in the developmental stages.

LIFE MANAGER TRAINING PROGRAM

JOHN F. KENNEDY INSTITUTE AND COMMUNITY COLLEGE OF BALTIMORE WITH ADAPTATION FOR ROSEWOOD CENTER

Mr. Rodney Reilly - John F. Kennedy Institute
707 North Broadway - Baltimore, Maryland 21205 (301) 955-4096

DESCRIPTION. The Life Manager is a middle-level general practitioner in the field of developmental disabilities who receives extensive skill acquisition training leading to a diploma from the John F. Kennedy Institute, academic coursework leading to an Associate in Arts degree from the Community College of Baltimore, and the State of Maryland merit system classification of Mental Health Associate (mental retardation option). Candidates train for five weeks (200 hours) in each of a number of interdisciplinary programs: child development, day care, hearing and speech, occupational therapy, physical therapy, psychology, social services, and special education. In addition, students complete extensive field work and such courses as first aid, genetics, in-home parent and child training, nursing, pediatric dentistry, problems of the blind and deaf, psychological testing and evaluation, and sign language. Credits in such subjects as English, science, and social science are also required.

ROLES OF GRADUATES. The program serves to upgrade direct care workers of lower classifications, primarily health assistants, into first-line supervisory positions in the developmental model.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Field placement continues throughout the program, for a total of 1600 hours over two years. Practicum is done at the trainees' work site, Rosewood Center, a state-supported residential facility for the retarded, and their experience is primarily with severely and profoundly handicapped clients.

STAFF. Two full-time master's level professionals, fourteen part-time staff members, and several Ph.D.'s in consulting roles.

TRAINEES. A high school diploma or GED is required, as well as a minimum of 12 college credits. Stringent screening reduces over 200 applications to a class size of 16.

STUDENT AID. Trainees are state employees on full salary during training.

FUNDING SOURCES. U.S. Manpower Administration and the State of Maryland.

EVALUATION. Trainee competencies are evaluated by means of behavior checklists; evaluation takes place at the work site.

> *A doctoral candidate is developing a research design on the impact of this program on staff and clients. Consultation on this research design is possible.*

DISSEMINATION. This program has been designed specifically to serve as a national model for other institutions and is currently transportable to institutions in HEW Region III. Visitation may be arranged, demonstration sites have been established at Rosewood, and technical assistance is available. A program description listing materials and training designs can be sent at cost.

HUMAN SERVICES PROGRAM

BERKSHIRE COMMUNITY COLLEGE

Ms. Bernice T. Morehead - Berkshire Community College
West Street - Pittsfield, Massachusetts 01201 (413) 499-4660

DESCRIPTION. This two-year program concentrates on generalist human services courses to ensure job placement flexibility, with limited specialization in mental health, youth services, social gerontology, social work, and child development. Trainees are prepared to work with a wide range of disability areas, from preschool age to young adulthood. The curriculum is designed to build: critical self-awareness; proficiency in interviewing and counseling; knowledge and use of community resources; ability to observe, record, and organize data for research, evaluative and administrative purposes; understanding of basic sociological and anthropological concepts. An Associate degree is conferred upon completion of 66 semester hours of credit.

ROLES OF GRADUATES. Trainees are prepared to become associate counselors, teaching assistants, residential home directors, community planners, employment planners, and community health planners. Most find employment in the local area.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Three semesters of practica, for a total of 480 hours, are required, in public and private schools, group homes, and day care centers.

STAFF. Two full-time master's level professionals, plus instructors from other departments.

TRAINEES. Applicants need not have a high school diploma, and it is possible to complete GED requirements during the course of the program. During 1976-77, 47 trainees were enrolled.

STUDENT AID. Basic Education Opportunity Grants, local scholarships, and work study programs are available.

FUNDING SOURCES. Berkshire Community College.

EVALUATION. Faculty evaluation and student feedback are used to assess program effectiveness. Knowledge competencies are evaluated by written examination. Performance skills are measured by practicum observation. Graduate follow-up is carried out.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. Technical assistance is available for a fee. A catalogue, program package including descriptions with a curriculum plan and field work objectives, and practicum job descriptions may be requested.

EDUCATIONAL ASSISTANT PROGRAM

NORTHERN ESSEX COMMUNITY COLLEGE

Mr. Paul M. Bevilacqua, Chairman - Division of Human Services - Northern Essex Community College - 100 Elliott St.- Haverhill, Massachusetts 01831 (617) 374-0721

DESCRIPTION. This Associate degree program trains individuals to work as instructional assistants and, at the same time, prepares them to transfer into an advanced program in education or human services. Training focuses on the basic principles of the learning process, basic problems in learning, and the development of effective interpersonal relationships with the educational staff and pupils in special education settings. The program requires 65 to 67 credit hours in specialized courses and in liberal arts electives.

ROLES OF GRADUATES. Trainees become qualified for positions as educational assistants, with capabilities of working with all disability categories except the mentally retarded and emotionally disturbed.

COMPETENCY-BASED TRAINING. Behavioral objectives have been identified and articulates for the program.

PRACTICA. Three semesters of practical experience in special education classrooms are required, at 12 hours per week for two semesters and four hours per week for one semester.

STAFF. One full-time master's level and one part-time master's level professional, plus additional part-time staff from the Division of Continuing Education.

TRAINEES. Applicants must have a high school diploma or equivalent. The program enrolls 40.

STUDENT AID. Basic Education Opportunity Grants, other state and federal funds, and work-study programs are available.

FUNDING SOURCES. Northern Essex Community College.

EVALUATION. The effectiveness of the program is assessed by staff and students. Knowledge acquisition is measured by written examination, and instructors and on-site supervisors evaluate performance skills.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and on-site consultation is available. An educational assistant's manual, academic handbook, and continuing education brochure may be requested.

LANGUAGE COMMUNICATION PARAPROFESSIONAL PROGRAM

NORTHERN ESSEX COMMUNITY COLLEGE

Mr. Paul M. Bevilacqua, Chairman - Division of Human Services - Northern Essex Community College - 100 Elliott St.- Haverhill, Massachusetts 01831 (617) 374-0721

DESCRIPTION. In these one and two year programs, the language communication paraprofessional is trained to provide service to learning disabled and communication disordered children. This training is offered only through the Division of Continuing Education. A training certificate is awarded on completion of 32 hours of credit. During the second year, liberal arts courses and additional practicum experiences are included to allow for transfer of credit to four-year programs, and an Associate degree is awarded.

ROLES OF GRADUATES. Graduates are qualified for positions as aides in language communication in a variety of settings.

COMPETENCY-BASED TRAINING. Behavioral objectives have been established.

PRACTICA. Four semesters of practical experience, for a total of 540 hours, are required in community schools and agencies.

STAFF. One full-time master's level professional, plus part-time instructors from other divisions of the college.

TRAINEES. Applicants must have a high school diploma or equivalent. The programs enroll approximately 30 students, and enrollment through the Division of Continuing Education is unlimited.

STUDENT AID. Basic Education Opportunity Grants, other state and federal funds, and work-study programs are available.

FUNDING SOURCES. Northern Essex Community College Division of Continuing Education.

EVALUATION. Program effectiveness information is elicited from staff and students. Knowledge acquisition is measured by written examinations, and instructors and on-site supervisors evaluate performance skills.

DISSEMINATION. This program is reported to be replicable. Visitation and on-site consultation may be arranged. An academic handbook and continuing education brochure may be requested.

MENTAL HEALTH TECHNOLOGY PROGRAM

NORTHERN ESSEX COMMUNITY COLLEGE

Mr. Paul M. Bevilacqua, Chairman - Division of Human Services - Northern Essex Community College - 100 Elliott St. - Haverhill, Massachusetts 01831 (617)374-0721

DESCRIPTION. This program prepares paraprofessionals for work in mental health and mental retardation, as generalists who can provide client services to adults and children in a wide variety of settings. The curriculum is interdisciplinary, and successful completion of 62 semester credits leads to an Associate degree. A one-year training certificate is also an option.

ROLES OF GRADUATES. Graduates of the program are prepared to function as members of the mental health team in human services programs and to receive supervision from professionals in several disciplines.

COMPETENCY-BASED TRAINING. Behavioral objectives have been identified and articulated for the program.

PRACTICA. During the first semester, students spend four hours per week in observation and recording of mental health programs in varied institutional settings. In the second semester, students spend 12 hours per week in a rotating practicum in selected community psychiatric facilities, social service agencies, and school settings. The third-semester practicum is also 12 hours per week, and is a continuation of Practicum I but with greater involvement in patient care and services.

STAFF. One full-time master's level professional and one part-time master's level staff member, plus instructors from other divisions of the college.

TRAINEES. Applicants must have a high school diploma or equivalent. The program enrolls 50 to 55 students.

STUDENT AID. Basic Education Opportunity Grants, other state and federal funds, and work study programs are available.

FUNDING SOURCES. Northern Essex Community College.

EVALUATION. Program effectiveness information is elicited from staff and students. Knowledge acquisition is measured by written examinations, and instructors and on-site supervisors evaluate performance skills.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, as well as on-site consultation. An academic handbook and program manual may be requested.

YOUTH SERVICE PROGRAM

St. Clair County Community College

Mr. Clarence Knight - St. Clair County Community College - Port Huron, Michigan 48060 (313) 984-3881

DESCRIPTION. This two-year program provides trainees with youth services skills to meet community situations. Emphasis is on prevention, protective services, dealing with family situations (including parent training), crisis intervention in cases of drug and alcohol abuse, and intervention in behalf of battered children. A full range of community service courses are offered, including law enforcement, prevention of delinquency, mental health, child care, and basic education courses. Emphasis is on training to work with the trainable and educable mentally retarded, the learning disabled, and the emotionally disturbed, but trainees also receive exposure to the visually handicapped, hard of hearing, and speech impaired. Completion of 62 credit hours leads to the Associate in Youth Services degree. A one-year training certificate is also offered.

ROLES OF GRADUATES. Trainees become aides and paraprofessional social workers in Head Start programs, detention homes, mental retardation facilities, day care centers, schools, and recreation programs.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Two semesters of practicum are completed, at 8 to 16 hours per week, in Head Start programs, detention homes, mental retardation facilities, day care centers, schools, and recreation programs.

STAFF. One full-time master's level coordinator and 10 to 15 master's level part-time instructors.

TRAINEES. Most of those admitted to the program have a high school diploma or GED, but a special one-semester admission course is offered for those without these qualifications. Each year 60 to 70 trainees are enrolled.

STUDENT AID. Basic Education Opportunity Grants, State Vocational Rehabilitation stipends, federal funding to the county, work-study programs, and scholarships are available.

FUNDING SOURCES. State Vocational Rehabilitation reimbursements and tuition.

EVALUATION. Program effectiveness is measured by an Advisory Committee, by staff evaluation, and by student feedback. Knowledge competencies are measured by written examinations; field evaluations of performance skills are carried out by agency personnel. The project tracks graduates by means of a survey.

DISSEMINATION. This program is reported to be replicable. Technical assistance and consultation are available. Local seminars and public awareness activities are carried out locally, and a catalog and brochure may be requested.

SPECIAL EDUCATION ASSOCIATE PROGRAM

ST. MARY'S JUNIOR COLLEGE

Ms. Grace Ramseyer - St. Mary's Junior College - 2500 South Sixth Street
Minneapolis, Minnesota 55454 (612) 332-5521

DESCRIPTION. This two-year program prepares assistants for work with mentally retarded and with severely and profoundly handicapped individuals from birth through adulthood. Preparation focuses on the education and social welfare systems of the human services. Based on a Piagetian developmental approach, the program includes both general education and special education courses. A minimum of 90 credits is required for the Associate degree.

ROLES OF GRADUATES. Graduates are equipped to assist in planning, implementing, and evaluating programs for clients in the target population in such settings as public and private schools, day activity centers, residential facilities, workshops, and recreation programs. Graduates are generally employed within the State of Minnesota.

COMPETENCY-BASED TRAINING. No. However, behavioral objectives have been developed for each course.

PRACTICA. Five quarters, or 560 hours, of practical experience are required at sites that include centers for early childhood education of the developmentally disabled, activities programs for group homes, adult residential facilities, and private and public school classrooms.

STAFF. Three full-time staff members (one on a master's level and two on a bachelor's level), plus instructors from other departments.

TRAINEES. Admission requires a high school diploma or GED. The applicant's experience with exceptional individuals is also a consideration. During 1976-77, forty-seven were enrolled.

STUDENT AID. Some stipends are available.

FUNDING SOURCES. St. Mary's Junior College.

EVALUATION. Techniques are being developed for measuring trainee performance competencies. Knowledge acquisition is measured through written examination. Program effectiveness data are collected through internal evaluation, agency feedback, and student feedback. Graduate follow-ups are conducted annually.

DISSEMINATION. This program is reported to be replicable, depending on area needs. Visitation may be arranged, and the staff can offer consultation for a fee. A program description and college brochure are available.

TECHNICAL ASSISTANCE PROGRAM FOR JUNIOR COLLEGES IN THE STATE OF MISSISSIPPI: THE TRAINING OF PARAPROFESSIONALS IN SPECIAL EDUCATION

MISSISSIPPI VALLEY STATE UNIVERSITY

Mr. Willie James Epps - Department of Education
Mississippi Valley State University - Itta Bend, Mississippi 38941 (601) 254-9041

DESCRIPTION. This project is involved in a statewide needs assessment based on junior college needs and the state and national mandates to serve the handicapped. It is addressing manpower needs through establishing a program for training paraprofessionals for work with the handicapped.

The project staff will begin working with the academic deans of 23 junior colleges in the fall of 1977, to provide technical assistance in the planning and implementation of training programs for paraprofessionals in each college. The scope of these college programs will be based on needs of the geographic area and the population of the children therein. The full spectrum of handicapping conditions will be included by ensuring that training is available in each area in some college of the state.

This program projects that several colleges will be offering training programs by the spring of 1978. Plans include the development of training materials and dissemination.

STAFF. Two Ph.D.'s and two bachelor's level professionals.

FUNDING SOURCES. Bureau of Education for the Handicapped.

PARAPROFESSIONAL TRAINING PREPARATION PROGRAM

EASTERN MONTANA COLLEGE

Dr. John Dodd - Eastern Montana College - 1500 North 30th Street
Billings, Montana 59101 (406) 657-2352

DESCRIPTION. This two-year preservice program has resulted from Montana's trend toward deinstitutionalization. It is designed to meet the personnel needs of community-based programs for a full spectrum of disability areas and focuses on clients from age 3 through adulthood. The course of study emphasizes rehabilitation counseling and special education. Completion of 96 quarter hours leads to the Associate degree.

ROLES OF GRADUATES. Trainees are prepared for employment as teacher aides, house parents, and assistants in sheltered workshops and vocational centers. Most remain in the Billings area.

COMPETENCY-BASED TRAINING. The staff is developing a competency-based curriculum.

PRACTICA. Ten weeks of full working-day practical experience are required. Sites include the Montana Center for Handicapped Children, as well as public school and sheltered workshop sites.

STAFF. The full-time staff includes personnel from regular special education classes for teacher training (nine Ed.D.'s, two Ph.D.'s, and one master's level instructor).

TRAINEES. Applicants must have a high school diploma or equivalent. The program enrolls approximately 12 annually.

> *Recruitment emphasis is placed on older individuals who are settled in the community.*

STUDENT AID. Trainee tuition for some students is paid by the college.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. Evaluation of program effectiveness is derived from student feedback and employer evaluation. Knowledge acquisition of trainees is measured by written examinations. Methods for evaluating performance skills and for carrying out graduate follow-up are being developed.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. A demonstration site is located at the laboratory school of the Montana Center for Handicapped Children. Technical assistance and consultation are available, and a brochure may be requested.

HUMAN SERVICE PARAPROFESSIONAL PROGRAM

CENTRAL TECHNICAL COMMUNITY COLLEGE

Ms. Katie Bruce - Central Technical Community College
P.O. Box 1024 - Hastings, Nebraska 68901 (402) 463-9811

DESCRIPTION. This two-year program provides general educational and occupational courses and supervised experiences in selected community agencies to prepare the student to function in health-related fields. After completing the human service generalist program, the student may take electives in the areas of mental retardation, chemical dependency, and mental health. Most coursework focuses on the emotionally handicapped, from preschool to age 21. However, trainees do receive limited training concerning the physically handicapped, the mentally retarded, the aged, and infirm. Successful completion leads to the Associate degree.

ROLES OF GRADUATES. Graduates assume positions as assistants or aides in public schools, vocational service outpatient centers, educational service units, and residential institutions.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Clinical experience is individualized for each trainee, and placement is done in several local agencies, depending upon the student's area of interest. The practicum requires 26 to 30 credit hours, for 450 to 600 actual hours.

STAFF. Two full-time registered nurses, two full-time social workers, and instructional staff.

TRAINEES. A high school diploma or GED is required for admission. The program enrolls 60 students.

STUDENT AID. Basic Education Opportunity Grants, Vocational Rehabilitation funds, work study programs, and scholarships are available.

FUNDING SOURCES. Central Technical Community College.

EVALUATION. Program effectiveness is evaluated by an Advisory Committee and stufeedback. Trainee knowledge acquistion is measured by written examination, and performance skills are assessed by the practicum supervisor and instructor. Follow-up is done through questionnaires to graduates and their employers.

DISSEMINATION. This program is not ready for replication, although this is one of its goals. Visitation may be arranged, and technical assistance is available for a fee. A catalogue and brochure are in the process of being revised and may be requested shortly. Course outlines, a study guide, and a booklet describing the system of instruction are available.

HANDICAPPED PROGRAM ASSISTANT

CUMBERLAND COUNTY COLLEGE

Mr. John A. Visceglia - Cumberland County College
Box 517 - Vineland, New Jersey 08360 (609) 691-8600

DESCRIPTION: This is a two-year career-oriented program designed to prepare aides to work with all types of handicapped people of all ages. Particular attention is given to programming for the full-time employee as a part-time student, and as many as 12 hours of credit may be granted for on-the-job experience. The curriculum includes general courses in the humanities and focuses on specialized coursework in such areas as nature and needs of the handicapped, child psychology, adapted activities for the handicapped, and social psychological counseling techniques. The Associate degree is awarded upon completion of a minimum of 66 semester hours.

ROLES OF GRADUATES. Trainees are prepared to become aides in the classroom, for recreation, for institutional work, in geriatrics, and for preschool programs.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Institutional visitation and a two-semester practicum of 120 hours are part of the program. Practicum sites include a variety of residential facilities and special schools.

STAFF. The staff is composed of two full-time and one part-time master's level professionals, plus course instructors from other departments.

TRAINEES. Applicants need not have a high school diploma. The program enrolls 30.

STUDENT AID. Scholarship funds are available.

FUNDING SOURCES. Cumberland County College.

EVALUATION. Program effectiveness is assessed by an Advisory Committee. Trainee knowledge acquisition is measured by course examinations and by demonstration through activities. Performance is measured by practicum evaluations from supervisors and by student self-evaluation. A system of graduate follow-up is planned.

DISSEMINATION. This program is reported to be replicable, with modifications. Visitation may be arranged, and technical assistance is available for a fee. Brochures, catalogues, and curriculum sequences may be requested. This project has also used local media coverage for public awareness.

CHILD DEVELOPMENT ASSISTANT PROGRAM

GLOUCESTER COUNTY COLLEGE

Mrs. Sue Pantis - Allied Health Department - Gloucester County College
Tanyard Road - Sewell, New Jersey 08080 (609) 468-5000

DESCRIPTION. This program prepares students for paraprofessional positions in settings that specialize in care of children with emotional disturbance, physical handicaps, neurological impairment, mental retardation, or communicative disorders. The focus is on children aged 4 to 18, but trainees are also prepared to serve infants and adults in certain areas of handicap. A hands-on approach is emphasized, with students working and observing in the field from the beginning. The curriculum includes courses in health and disabilities in children and adults, physical education for handicapped children, arts and crafts for handicapped children, and music for the handicapped. The program also includes liberal arts courses, science and mathematics, and the humanities. Upon completion of 66 credit hours over two years, the student is awarded an Associate in Applied Science degree.

ROLES OF GRADUATES. Graduates become teacher assistants in nursery schools, residential facilities, and state schools.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Approximately 700 hours are spent in practicum work in nursery schools, residential and state schools for the handicapped, and a number of agencies.

STAFF. Two full-time master's level professionals and support staff.

TRAINEES. A high school diploma or GED is required for admission, and the American College Testing Program is used for placement. The program enrolls 28 to 40 students.

STUDENT AID. College financial aid is based on need.

FUNDING SOURCES. Bureau of Education for the Handicapped (until May, 1977).

EVALUATION. Program effectiveness is assessed by means of a student feedback questionnaire. Students are also involved in departmental meetings to evaluate the program. Student knowledge acquisition is measured by examination, and performance competencies are evaluated by practicum agency feedback and supervisor's observation. A yearly graduate follow-up is conducted.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available. A campus day care center, mainly for the non-handicapped, is available for observation. A catalog and brochure may be requested.

CHILD CARE PROGRAM

HUDSON COMMUNITY COLLEGE

Mr. W. H. Tilly - Hudson Community College - 2039 Kennedy Boulevard
Jersey City, New Jersey 07305 (201) 547-3544

DESCRIPTION. This inservice and preservice program is offered by Hudson Community College with the collaboration of the faculty and facilities of Jersey City State College. Trainees are prepared to work in an educational setting with children in the 3-to-5 age range, primarily in the area of mental retardation. The curriculum covers a wide scope of early childhood subject matter and stresses the practical, rather than the theoretical, aspects of child care. The special education option is emphasized in practicum, rather than course-work. Upon completion of 60 credit hours, graduates are awarded an Associate in Applied Science degree. They are also eligible for State of New Jersey certification as group teachers.

ROLES OF GRADUATES. Trainees are prepared to serve as teacher aides working with young children in educational and recreational activities in schools, day care centers, nursery schools, custodial institutions, and other settings.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. The practicum takes place in the second year for a total of 210 hours, with placement mainly in day care centers.

STAFF. One full-time Ph.D., one Ph.D. candidate, one master's level professional, and supportive course instructors.

TRAINEES. There is an open door admissions policy, but an entrance examination is given.

STUDENT AID. Basic Education Opportunity Grants and work-study programs are options.

FUNDING SOURCES. County and state funds and an educational brokerage contractural system unique to the State of New Jersey.

EVALUATION. As a new program, this project is currently being reviewed for approval by the State Department of Higher Education. Student feedback is used in program evaluation. Competencies are measured by written examinations and by the assessment of the supervising teacher and practicum supervisor. A bi-annual graduate follow-up is conducted.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available. An on-campus lab school serves as a demonstration site. A catalog and brochure are being developed, but program information on an informal basis may be requested.

PROGRAMS IN EDUCATIONAL TECHNOLOGY

MIDDLESEX COUNTY COLLEGE

Ms. Yetta K. Levine, Chairperson - Department of Educational Technology
Middlesex County College - Edison, New Jersey 08817 (201) 548-6000

DESCRIPTION. Four programs in education technology are offered: teacher assistant, assistant in early childhood education, assistant in special education, and instructional media assistant. A core curriculum is offered during the first year, and specialization takes place during the second year. Students experience the full spectrum of disability categories, from birth to adulthood. One year of study leads to a teacher aide training certificate. Completion of 62 to 64 credits over a two-year period culminates in the Associate degree.

ROLES OF GRADUATES. Graduates are qualified for positions as teacher assistants in general education; as early childhood assistants in nursery schools, day care centers, and Head Start programs; as assistants in special education in classes for the educable and trainable mentally retarded, the physically handicapped, and children with communication disorders and special health problems; and as instructional media assistants in libraries and learning resource centers.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Trainees complete 102 hours of practical experience over two semesters of the second year. Settings include regular and special education classrooms, nursery schools, day care centers, Head Start programs, libraries, and learning resource centers.

STAFF. One full-time and one part-time master's level staff member, plus instructors from other departments of the college.

TRAINEES. A high school diploma or GED is required for admission, but each applicant is considered on an individual basis and assessed in terms of motivation and potential for success. The program enrolls approximately 52 students.

STUDENT AID. College and foundation aid are available.

FUNDING SOURCES. Middlesex County College and state funds.

EVALUATION. Program effectiveness is evaluated by the Department of Education Technology, by employers of graduates, by school district feedback, and by students. Tests are not used; rather, knowledge acquisition is measured by demonstration, research, reports, case studies, and action-oriented projects. Performance competencies are assessed by instructor and supervisor evaluation, and by student self-evaluation. Graduates are followed up yearly.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, as well as on-site consultation. A brochure, catalogue, and pamphlet on practicum expectations may be requested.

PREPARATION OF PROFESSIONAL AND SUPPORTIVE PERSONNEL IN SPEECH, LANGUAGE, AND HEARING

UNIVERSITY OF NEW MEXICO

Dr. Lloyd Lamb, Chairman - Department of Communicative Disorders - University of New Mexico - 608 Buena Vista, NE - Albuquerque, New Mexico 87131 (505) 277-2918

DESCRIPTION. This inservice program trains Indians who are employed at five local pueblos to assist speech pathologists in the schools. These paraprofessionals are trained to work primarily with children who have mild to moderate speech and language disorders, in Head Start programs, kindergarten, and in grades 1 through 3. Trainees report to the University two days per week for one 3-credit course that can be applied toward a degree program, and five semester long workshops that are not degree oriented. The Indian Councils and the University work cooperatively, and the paraprofessional's employment is contingent on success in the training program.

> *This project may be the only attempt in the United States to recruit Indians into speech pathology.*

ROLES OF GRADUATES. Graduates are placed as speech aides or speech and language technicians working with speech pathologists on the pueblos. They make referrals, assist in screening, and execute the therapy program, working with children in groups of five and seeing a total of 50 clients.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Trainees work in pueblo schools three days per week and receive on-site supervision from program staff once a week.

STAFF. One full-time master's level on-site supervisor and trainer, and a quarter time Ph.D. level coordinator and coursework instructor.

TRAINEES. Those enrolled must be full-time students at the University and employed by the pueblo. Four to seven trainees participate in the program.

STUDENT AID. Tuition, books, and a stipend are provided by the Basic Educational Opportunity grants. The All Indian Pueblo Council provides some scholarships.

FUNDING SOURCES. Bureau of Education for the Handicapped (1976-77) and Office of Child Development (1973-76).

EVALUATION. Program effectiveness is measured by the degree of impact on the pueblo schools, indicated by questionnaires completed by the pueblo teachers and speech pathologists. Child change data is collected through pre and post tests. Trainee knowledge acquisition is measured by written examinations. Each trainee's daily log of activities is reviewed by the supervisor; this review and on-site observations serve to evaluate performance competencies. Graduate follow-up is also maintained.

DISSEMINATION. The program is reported to be replicable. Visitation may be arranged, and technical assistance is available on request. Videotapes are used to demonstrate on-site work with children. Several products are available through the Office of Child Development: *A Lesson-by-Lesson Manual for Trainers of Paraprofessionals*, *Lessons for Very Young Indian Children*, and tests translated into the Indian language.

NEW CAREERS TRAINING LABORATORY

CITY UNIVERSITY OF NEW YORK

Ms. Anna Lou Pickett - New Careers Training Laboratory - 33 West 42nd Street
New York, New York 10036 (212) 924-4777

DESCRIPTION. New Careers is part of the Center for Advanced Study in Education, the Graduate School and University Center of the City University of New York. One of its current projects is a program funded by the Bureau of Education for the Handicapped to carry out in-depth activities on a national basis in support of the utilization and training of paraprofessionals in programs serving the handicapped. The main thrust of the program is to provide technical assistance to state and local education agencies and institutions of higher education which are interested in developing preservice or inservice programs to prepare paraprofessionals in special education.

A variety of other activities are being carried out, including research in task analysis and career ladders for paraprofessionals. Regional conferences are sponsored, and a switchboard service provides quick answers and assistance on technical and professional information (212-924-4777).

The New Careers project also serves as a clearinghouse and disseminator of a wide variety of information important to paraprofessionals working with the handicapped. Four publications prepared by the project are:

* *Selected bibliography for training paraprofessionals in special education*
* *Review of literature: Paraprofessional movement in special education -- An historical perspective*
* *Task analysis for paraprofessionals working with severely and profoundly handicapped children and in mainstreamed classrooms*
* *Training and utilization of paraprofessionals in special education in 1977: Survey results and program descriptions*

HUMAN SERVICES PROGRAM

MOHAWK VALLEY COMMUNITY COLLEGE

Mr. George Strong - Mohawk Valley Community College - 1101 Sherman Drive - Utica, New York 13501 (315) 792-5310

DESCRIPTION. This six-quarter program is designed to prepare students to enter or advance in one of four career options: mental health, mental retardation, social services, or child care. Students who complete any of these programs are awarded the Associate in Applied Science degree. Each program provides broad exposure to general education (English, social sciences, science), plus specific learning and supervised internship in the selected career field.

ROLES OF GRADUATES. Graduates are prepared to enter a variety of employment options, such as: assistant caseworker, senior child care worker, mental hygiene therapy assistant, social service trainees, child care worker, occupational therapy trainee, recreation therapy trainee, physical therapy assistant. Most graduates remain in the immediate area of Utica.

COMPETENCY-BASED TRAINING. No.

PRACTICA. Three quarters of practical experience, for approximately 180 hours, are required in such settings as psychiatric facilities, mental health agencies, halfway houses, private and public schools.

STAFF. Eleven full-time master's level staff members, plus supporting staff.

TRAINEES. A high school diploma or GED is required for entry into the program, which enrolls 260 students.

STUDENT AID. Basic Education Opportunity Grants and state and federal aid are available.

FUNDING SOURCES. Mohawk Valley Community College.

EVALUATION. Students evaluate the program, instructors, and course content. Knowledge acquisition is measured by written examinations. Performance skills are evaluated by personnel in practicum agencies. A system of graduate follow-up is planned.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available for a fee. A catalogue with course descriptions and a brochure may be requested. If a blank tape is sent, a video cassette of the program will be returned. This project has also used local television and newspaper coverage for public awareness.

HUMAN SERVICES ASSOCIATE PROGRAM

CENTRAL PIEDMONT COMMUNITY COLLEGE

Mr. Bradford J. Reynolds, Chairman - Dept of Human Services
Central Piedmont Community College - Charlotte, North Carolina 28204 (704) 373-6729

DESCRIPTION. This two-year program is intended to prepare trainees in the cognitive, psychomotor, and affective skills necessary for occupation as a human service professional. Included are a core curriculum, clinical experiences, general college courses from other curricula, and specific courses in the student's special interest area. Students gain experiences in working with the trainable and educable mentally retarded, learning disabled, emotionally disturbed, visually handicapped, speech impaired, and hard of hearing, in all age groups, including geriatric clients. The staff also provides inservice training for human service agencies in the Charlotte area. Completion of the two-year program leads to the Associate degree.

ROLES OF GRADUATES. Graduates become paraprofessional associates in mental health and mental retardation at institutions and day treatment centers for the emotionally disturbed and mentally retarded; child development aides in child care centers; counseling and casework aides in social services and vocational rehabilitation; counselors for drug education centers; health care advocates in institutions and public programs for older adults.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Six quarters of field work are required, for a total of 500 hours. Students are placed at 35 local agencies and facilities.

STAFF. Fifteen full-time master's level professionals.

TRAINEES. A high school diploma or equivalent is necessary for entry, and a personal interview is conducted to assess applicants' capabilities for success in the program. The program enrolls 400 trainees.

STUDENT AID. Stipends are available.

FUNDING SOURCES. Central Piedmont Community College.

EVALUATION. Program effectiveness is judged via student feedback. Knowledge acquisition is measured by written examinations, and performance skills are assessed by peer evaluation and by the evaluation of the internship supervisor. Follow-up is done by means of graduate questionnaires and a dialogue with employers.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available. The demonstration site is a laboratory school on campus. A 60-minute audio self-paced training module is available at cost. A program description and brochure may also be requested.

1963: NORTH CAROLINA

DEVELOPMENTAL DISABILITIES TRAINING INSTITUTE

UNIVERSITY OF NORTH CAROLINA

Dr. George Baroff - Developmental Disabilities Training Institute
University of North Carolina - Chapel Hill, North Carolina 27514 (919) 966-5463

DESCRIPTION. This program provides short-term inservice training to professionals and paraprofessionals working in community and institutional programs that serve developmentally disabled persons. Specific targets are the trainable and educable mentally retarded, the cerebral palsied and epileptic. Participants who attend a series of sequenced workshops can earn continuing education units or college credit.

> *Training is tailored to the expressed needs of the requesting agency or institution. Institutes of 2-1/2 to 4-1/2 days' duration are conducted on site, and workshops are also conducted in North Carolina. The project focuses on personnel serving handicapped adults, with additional training in terms of preschool, elementary, and secondary pupils. Training covers HEW Region IV but can also be made available outside the region.*

ROLES OF GRADUATES. Trainees receive skills necessary for the roles of administrators, rehabilitation counselors, house parents, vocational evaluators, and assistant instructors in community and institutional programs.

COMPETENCY-BASED TRAINING. No, but the program measures skill acquisition in behavioral terms.

PRACTICA. Institutes include varying degrees of practical experience.

STAFF. There are eight full-time trainers: two on a bachelor's level, four on a master's level, one Ph.D., and one with a law degree to provide legal training on the rights of the handicapped. The director is the author of a major textbook, *Mental Retardation: Nature, Cause, and Management.*

TRAINEES. Agencies or institutions select the personnel for training. Institutes average 30 attendees, and 600 to 700 people are trained annually.

STUDENT AID. All training is grant supported.

FUNDING SOURCES. Federal Office of Developmental Disabilities, Region IV, grant, as well as State Developmental Disabilities Office allotment for day care and Title XX funds for state programs.

EVALUATION. Each unit of the program is rated by trainees to provide total workshop evaluation.

DISSEMINATION. This project is reported to be replicable. Visitation and technical assistance can be provided. Numerous requests for information are regularly answered with brochures, videotapes, films, training packages, training booklets, and the book authored by the director. The project director should be contacted to negotiate dissemination procedures and costs.

REACHING, EDUCATING, AIDING CHILDREN WITH HANDICAPS

CLERMONT GENERAL AND TECHNICAL COLLEGE

Dr. Sandra Small - REACH Program - Clermont General and Technical College - Batavia, Ohio 45103 (513) 732-2990

DESCRIPTION. This two-year preservice program is based on a multidisciplinary human services model that brings together family, school, and community to meet the needs of handicapped children and youth, with specific focus on the trainable and educable mentally retarded, learning disabled, and emotionally disturbed. Training includes work in both special education and social work areas. Completion of 100 credit hours leads to an Associate degree.

ROLES OF GRADUATES. Trainees are prepared to become Human Service Generalists in the areas of mental retardation, learning disability, and emotional disturbance. They serve in educational, recreational, and community agencies in southwestern Ohio.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. The program includes 700 hours of practicum experience in schools and a variety of community agencies.

STAFF. One Ed.D. and one part-time master's level instructor.

TRAINEES. Applicants must have a high school diploma or equivalent, as well as previous experience with the handicapped. Twelve were enrolled in 1975-76, ten in 1976-77.

STUDENT AID. Stipends are available.

FUNDING SOURCES. Bureau of Education for the Handicapped.

EVALUATION. Program evaluation is being set up according to the Discrepancy Evaluation Model. Evaluation data is collected from students and practica supervisors. Knowledge acquisition is measured by written examinations, term papers, and so on. Performance competencies are measured via a competency scale and field evaluation. Videotapes assist students in self-evaluation and goal setting, and plans are underway for longitudinal follow-up, with information to be collected from graduates and employers.

DISSEMINATION. This program is reported to be replicable, with modifications. Visitation may be arranged, as well as on-site consultation. Off-site consultation is available for a fee. A program description, field placement manual, and brochure may also be requested. There is a small charge for the program description.

TRAINING PARAPROFESSIONALS TO WORK WITH YOUNG HANDICAPPED CHILDREN

SINCLAIR COMMUNITY COLLEGE

Dr. Bonnie L. Johnson - Sinclair Community College
444 West Third Street - Dayton, Ohio 45402 (513) 226-2502

DESCRIPTION. This is a program for training currently employed paraprofessionals to work with young handicapped children, and to demonstrate competencies in such areas as child growth and development, identification of high-risk children, teaching techniques, assessment and prescriptive diagnostic procedures, community and agency resources, and referral procedures. The focus is on the mainstreaming of exceptional children into preschool programs. Completion of 92 quarter hours over two years leads to an Associate degree; 48 hours of work leads to a training certificate.

ROLES OF GRADUATES. Trainees become qualified as teaching assistants in early childhood and special education programs.

COMPETENCY-BASED TRAINING. The intership and practicum are competency based.

PRACTICA. In the first-year practicum, students do field work for seven hours per week for one quarter; during the second year, this consists of nine hours per week for one quarter. For working students, an internship is arranged whereby two hours of credit is given for each 20 hours of work per week. These students may accrue up to twelve hours of internship credit in two years. Field sites are preschool classrooms and special education programs.

STAFF. One full-time Ph.D., three part-time master's level professionals, and one full-time bachelor's level staff member.

TRAINEES. Admission requirements are open. The program enrolls 30 full-time and 50 part-time students.

STUDENT AID. Scholarship aid is available.

FUNDING SOURCES. Bureau of Education for the Handicapped, Sinclair Community College, state and county funds.

EVALUATION. The Discrepancy Evaluation Model is used to assess program effectiveness, and evaluation is also done by an Advisory Council, employers of graduates, students, and instructors. A questionnaire is being devised to assess the impact of the program on children served and paraprofessionals trained.

DISSEMINATION. This program is being replicated at two other community colleges. Visitation and consultancy may be arranged. Written descriptions, lists of competencies, and a *Handbook for Paraprofessional Training* are available at cost.

TRAINING OF PARAPROFESSIONALS IN THE EDUCATION OF THE HANDICAPPED

Clackamas Community College

Ms. Patricia Lantz and Dr. John W. Hakanson - Clackamas Community College - 19600 South Molalla Avenue - Oregon City, Oregon 97405 (503) 656-2631

DESCRIPTION. This one or two year program prepares students to provide educational services for handicapped infants, children, and their parents, or to assist professionals in group settings. Trainees are prepared to work with the full spectrum of disability groups, with emphasis on the 3-to-11 age group and optional experience with infants. The focus of skill development is on diagnosis and prescription. One year's work leads to an aide's certificate; two years leads to an Associate degree in developmental disabilities. After June 1977, training will be oriented to group settings, preschool and elementary.

ROLES OF GRADUATES. Trainees are prepared for regional employment opportunities as aides in public schools, preschools, community health programs, and homes.

COMPETENCY-BASED TRAINING. No. This is being developed.

PRACTICA. The first year requires three quarters of practical experience: six weeks in the first quarter, ten weeks in the second quarter and third quarter. During the second year, the three practicum quarters are for a minimum of ten weeks each. Sites may include public schools, preschools, community mental health programs, and homes.

STAFF. Three full-time master's level staff members and course instructors.

TRAINEES. Open entrance requirements do not necessitate a high school diploma. The program enrolls 24 first-year students and 18 second-year students.

STUDENT AID. Basic Education Opportunity Grants, work-study programs, state and federal assistance are available.

FUNDING SOURCES. Bureau of Education for the Handicapped and Clackamas Community College. (The federal funding concluded in June 1977.)

EVALUATION. The program operates with a modified Discrepancy Evaluation Model. Knowledge acquisition is measured by written examinations, and performance skills are evaluated by supervisors' observations and a checklist. Plans are being made for graduate follow-up.

DISSEMINATION. Components of this program are reported to be replicable. Visitation may be arranged. Demonstration facilities include a lab school and child development center. Technical assistance is available and a catalog with course sequences and brochure may be requested. The staff makes presentations and has used local press coverage for public awareness.

PARAPROFESSIONAL TRAINING PROGRAM

TEACHING RESEARCH INFANT AND CHILD CENTER

Dr. H. E. (Bud) Fredericks - Teaching Research Infant and Child Center
Monmouth, Oregon 97361 (503) 838-1220

DESCRIPTION. The paraprofessional training component is one part of an extensive program addressing the needs of moderately to severely and profoundly handicapped children from birth to 17 years, their parents, professionals and paraprofessionals with whom they learn. Teachers of this population in Oregon are required to take the workshops offered by Teaching Research, and paraprofessionals are strongly encouraged to attend. The program includes an intensive one-week hands-on training period at the Center, and on-site follow-up in which the trainer observes the trainees' classrooms. Program content focuses developing knowledge and measurable competencies in learning theory; observation techniques; data collection; placement test administration; behavior management; planning, implementing, and modifying instructional programs in self-help skills, motor development, and language; parent training; and training volunteers. Three hours of college credit may be awarded by the Oregon College of Education, if requested.

ROLES OF GRADUATES. Trainees are qualified as teacher assistants or co-teachers in classrooms or group homes.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. All training is supervised and is oriented to hands-on experience.

STAFF. Center classroom teachers and aides, four bachelor's and master's level trainers, and a one-fifth time Ph.D. director.

TRAINEES. Participants include non-degreed paid aides and unpaid volunteers. Five participate in Center-based training each week. Eighty percent (642) of the Oregon teachers and 60 percent (200) of the aides were trained in 1976.

STUDENT AID. The Oregon State Mental Health Division provides lodging and per diem.

FUNDING SOURCES. Bureau of Education for the Handicapped (Division of Innovation and Development, Outreach Handicapped Children's Early Education Program and Severely Handicapped Program).

EVALUATION. The evaluation design is based on a competency-based model with measurement of specific objectives and criterion levels. Knowledge acquisition of trainees is measured by two written examinations that require a high level of achievement. Performance competencies are measured through a staff-trainee observation system, and reliability measures for this instrument are available. Graduate follow-up is carried out through verbal feedback from site visits. Child change data is also collected and is available with comparative data from a statewide evaluation system of developmentally disabled children.

DISSEMINATION. This program is being replicated in eight states. Visitation and technical assistance may be arranged. Products developed by the project include: *The Teaching Research Curriculum for the Moderately and Severely Handicapped* (Charles C. Thomas, Springfield, Illinois), *Data Based Classroom for the Moderately and Severely Handicapped*, and *Toilet Training for the Handicapped* (both available from Instructional Development Corporation, P.O. Box 361, Monmouth, Oregon).

PARAPROFESSIONAL WORKSHOP

MANSFIELD STATE COLLEGE

Ms. Joyce A. Zinchini - Letan Center 211A - Mansfield State College
Mansfield, Pennsylvania 16433 (717) 662-2762

DESCRIPTION. This program provides summer and evening workshops for credit to train and upgrade the skills of paraprofessionals who assist the regular and special education teacher. Workshop content ranges from an introduction to handicapping conditions, to growth and development, methods and materials, management techniques, media, and the legal aspects of the state guidelines for paraprofessionals. Students are exposed to or gain experience with individuals exhibiting a wide range of handicapping conditions from preschool to adulthood. An emphasis is placed, however, on the preschool and elementary years. An Associate of Arts program is being considered.

ROLES OF GRADUATES. The paraprofessionals are upgrading their skills for their current positions as instructional or non-instructional aides.

COMPETENCY-BASED TRAINING. No.

PRACTICA. The Learning Disabilities Clinic on campus and several Head Start programs are utilized as summer practicum sites. Because much of the coursework is offered in the evening, practica are limited.

STAFF. One part-time Ph.D. and one full-time professional completing a doctorate direct the workshops.

TRAINEES. Admission is open. Fifty participated in one summer workshop series in 1976.

STUDENT AID. This is available through local education agency contracts.

FUNDING SOURCES. Tuition and local education agency contracts. Additional funding sources are being sought.

EVALUATION. A formal evaluation design has not yet been developed. At this time, program effectiveness is judged by student competencies as demonstrated during observation in practica. Knowledge acquisition is assessed by written examinations. The need to develop more complete evaluation techniques will be addressed during 1977 and 1978.

DISSEMINATION. This program is not yet replicable. However, visitations to the workshops may be arranged, and a demonstration site is available. Technical assistance is also available. Workshop modules on feeding techniques for the severely and profoundly handicapped, on the Fernald method of teaching reading, and on working with profoundly handicapped children are being developed, as are videotapes showing paraprofessionals working with handicapped children. A brochure may be requested.

TRAINING TEACHERS TO USE THE SERVICES OF PARAPROFESSIONALS

SLIPPERY ROCK STATE COLLEGE

Dr. Jack C. Dinger, Chairman - Department of Special Education
Slippery Rock State College - Slippery Rock, Pennsylvania 16507 (412) 794-7344

DESCRIPTION. Consumer-oriented information is incorporated into the regular four-year undergraduate special education training program, with the goal of instructing prospective teachers in utilizing the services of paraprofessionals effectively. Modules describing how paraprofessionals function and portraying the dynamics of the teacher/aide relationship are included in regular methods and curriculum courses. A 30-minute videotape showing teacher and aide interaction is being developed. The proposed second phase of the program is intended to create a one or two year program to train paraprofessionals. This would be an outgrowth of the one-week inservice workshop that trains aides in behavior management and other skills.

ROLES OF GRADUATES. Special education teachers are prepared to work with paraprofessionals. The proposed second phase of the program will prepare teacher assistants, house parents, and child care workers.

COMPETENCY-BASED TRAINING. No. Coursework and field work are structured around behavioral objectives. Specific competencies in various areas are being delineated and developed, and the trend is toward competency-based training.

PRACTICA. Three semesters of practica are required of undergraduate special education students. The proposed second phase of the program would add continuous contact and supervision at the college lab school.

STAFF. Thirteen regular special education faculty members train 625 undergraduate special education students. The proposed second phase would add another full-time instructor to coordinate the paraprofessional training program for approximately 20 to 25 students, and the regular faculty would offer support.

TRAINEES. Phase I observes regular college admission procedures. Phase II will require a high school diploma or GED, and College Boards will be encouraged.

STUDENT AID. Phase I offers routine types of college financial assistance. Phase II, if instituted, will offer university loans, and some local education agency funds will also be available.

FUNDING SOURCES. Slippery Rock State College; Bureau of Education for the Handicapped.

EVALUATION. Performance skills are judged by cooperating teachers and practicum supervisors in conjunction with the college supervisor. A questionnaire on the effectiveness of the teacher preparation program will be solicited from graduates. Specific behavioral objectives and competencies have been identified for each student.

DISSEMINATION. The program for the training of paraprofessionals is in the initial planning and development stage. However, the staff is willing to discuss the project with others. The videotape on teacher/aide interaction may eventually be disseminated.

EDUCATIONAL AND SOCIAL SERVICES ASSOCIATE IN ARTS PROGRAM

RHODE ISLAND JUNIOR COLLEGE

Ms. Lillian C. Pariseau - Department of Educational and Social Services - Rhode Island Junior College - 400 East Avenue - Warwick, Rhode Island 02886 (401)825-2272

DESCRIPTION. This two-year human services program offers training in the areas of child development and family relations, education, special education, social work, and mental health. The curriculum includes a basic liberal arts foundation, as well as work in specialty areas, e.g., characteristics and needs of exceptional children, urban sociology, interviewing skills, recreational skills, early childhood education, first aid, drug abuse, and alcoholism, law and society, sociology of crime and delinquency, marriage and the family, therapeutic intervention. Completion of 61 credits leads to the Associate degree.

ROLES OF GRADUATES. Employment opportunities include positions as child care workers in state residential institutions; assistant teachers in day care and preschool settings; mental health workers in psychiatric hospitals, community mental health centers, and drug and alcohol programs; assistant teachers in schools; social worker aides in public welfare, community and private agencies; paraprofessionals with exceptional children. Some trainees also specialize in family counseling and parent education in child development and educational settings. Most graduates remain in Rhode Island.

COMPETENCY-BASED TRAINING. A competency-based curriculum is being considered, and field courses are already structured along competency-based lines.

PRACTICA. Three semesters of practica, for a total of 360 hours, are required. Settings include schools, day care centers, hospitals, and community agencies.

STAFF. Two full-time master's level professionals, plus instructional staff from other college departments.

TRAINEES. A high school diploma or GED is required for entry. Enrollment is 75-100.

STUDENT AID. Basic Education Opportunity Grants, state aid, and work study programs are available.

FUNDING SOURCES. Rhode Island Junior College and five state and federal grants.

EVALUATION. Program effectiveness is assessed via feedback from numerous employers and practicum supervisors in the community. Trainee knowledge acquisition is measured by examinations, projects, and papers. Performance skills are judged by cooperating teachers and practicum supervisors, in conjunction with the college supervisor, and trainees are evaluated on their abilities to interlock theory with practice and to demonstrate competence.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. Technical assistance is offered for a fee. A catalogue and brochure may be requested.

PARAPROFESSIONAL PROGRAM IN HUMAN SERVICES

MIDLANDS TECHNICAL COLLEGE

Ms. Linda G. Truesdale - Midlands Technical College
Drawer Q - Columbia, South Carolina 29250 (803) 796-8401

DESCRIPTION. This two-year program prepares trainees as generalists, with emphasis on a broad background in human services. It is designed for students who wish eventually to enter such specialty areas as mental health, alcohol or drug addiction counseling, general child care, and educational services for the trainable and educable mentally retarded. There is provision for independent study in the trainee's area of interest, and an Associate degree is awarded.

ROLES OF GRADUATES. Trainees are prepared for positions including teaching assistant, youth counselor, and mental health technician.

COMPETENCY-BASED TRAINING. No.

PRACTICUM. Students complete four quarters of practical experience, for a total of 480 to 600 hours. Human service settings include Head Start programs, hospitals, and halfway houses.

STAFF. Five full-time staff members on a master's level.

TRAINEES. High school or GED requirements may be completed during the training program. Enrollment is currently 100: 80 full-time and 20 part-time students.

STUDENT AID. Basic Education Opportunity Grants, Vocational Rehabilitation funds, and work-study programs are options.

FUNDING SOURCES. Midlands Technical College.

EVALUATION. The evaluation design for this program is being developed.

DISSEMINATION. This program has been replicated at sites in Florida and Alabama. Visitation may be arranged, and technical assistance is available. A handbook, catalog with course descriptions, and brochure may be requested.

PREPARATION OF PERSONNEL TO MEET THE NEEDS OF THE HANDICAPPED

WINTHROP COLLEGE HUMAN DEVELOPMENT CENTER

Ms. Offa Lou Jenkins, Director - Winthrop College Human Development Center
Rock Hill, South Carolina 29733 (803) 323-2151

DESCRIPTION. In addition to its preservice bachelor's and master's programs, Winthrop College offers an inservice program to paraprofessionals, teachers, and parents. This program consists of six weekend symposia on campus, with follow up in the field. Project staff provide information on the developmental aspects of physical, motor, and social/emotional growth; communications and learning skills; materials development; and behavior management techniques. A second phase of the program is training physical education and recreation personnel to work with severely handicapped children. An Associate degree program is under consideration, as is state licensing for paraprofessionals completing 30 semester hours of credit.

ROLES OF GRADUATES. Trainees become skilled to fulfill the role of teacher assistant in public schools, Head Start Centers, other private agency and early childhood programs, and state hospitals.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Nineteen facilities, including Head Start Centers, state hospital, day schools, and public schools, are available as sites. Nine semester credit hours of practica are required of paraprofessionals.

STAFF. Nine full-time staff members and a full-time coordinator, including five Ph.D.'s, two completing the Ph.D., and two on the master's level.

TRAINEES. A high school diploma or GED is required for admission. Sixty paraprofessionals are enrolled for audit or credit, and twenty more are in workshops.

STUDENT AID. Most paraprofessionals attending the symposia receive financial assistance in the form of per diem. Monies are available through agreements with the college Financial Aid Office, Head Start, the Bureau of Education for the Handicapped, and the Joint Center for Continuing Education.

FUNDING SOURCES. Bureau of Education for the Handicapped, Head Start, local Association for Retarded Citizens. college work-study program, and the state education agency.

EVALUATION. Program evaluation is based on a modified Discrepancy Evaluation Model. A needs assessment and competency checklist for participants are completed for each weekend workshop. Paper and pencil methods are employed to assess knowledge acquisition. Competencies are demonstrated on site and are evaluated by project staff or the project director, or by on-site facility staff members. A graduate follow-up is planned when the first phase of trainees complete their inservice programs.

DISSEMINATION. This program is reported to become replicable by the end of the 1978-79 academic year. The on-campus Human Development Center and other practicum sites are available as demonstration facilities. Visitation may be arranged, and technical assistance is available. Printed and videotape materials are being developed.

HANDICAPPED TEACHER EDUCATION

SINTE GLESKA COLLEGE

Ms. Eileen LaPointe and Mr. John Tibbett - Sinte Gleska College - Rosebud, South Dakota 57570 (605) 747-2263

DESCRIPTION. This two-year program is designed to prepare bilingual native Americans for Associate degrees in special education, with specific preparation for working with the handicapped, from infancy to adulthood, on the Rosebud Sioux Reservation. Support is also provided to personnel working on other reservations, and materials are being developed for use by exceptional native American children. The project also sponsors child-find activities. Training emphasizes interdisciplinary diagnosis, community awareness, and the development of educational prescriptions for use by parents and teachers.

ROLES OF GRADUATES. This program produces teacher aides for reservation schools. Trainees' specific competencies are in community liaison, home-school liaison, and work with parents and parent groups.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Trainees complete four semesters of practica, for a total of 225 hours, at reservation schools and at two learning centers.

STAFF. Five full-time staff members, one Ph.D., one master's level, and three at a bachelor's level.

TRAINEES. Applicants must have a high school diploma or GED. During 1976-77, fourteen were enrolled.

STUDENT AID. Basic Education Opportunity Grants, work study programs, and stipends are available.

FUNDING SOURCES. Bureau of Education for the Hnadicapped and tuition.

EVALUATION. Program effectiveness is judged by third-party evaluators, including personnel from the South Dakota State Education Agency, out-of-state experts, and people from local resource agencies. To assess trainees' knowledge competencies, a baseline measure is taken at the beginning of each course, and progress is measured through paper-and-pencil tests. Performance competencies are measured through practicum evaluation by college instructors and classroom supervising teachers.

DISSEMINATION. Some components of the program are reported to be replicable, and technical assistance is available for a fee. Visitation may be arranged. Two learning centers serve as demonstration sites. An educational alternative package is available at cost, and a project description and course catalogue can be sent. The educational materials being developed are not yet ready for dissemination.

MENTAL HEALTH ASSOCIATE PROGRAM

DEL MAR COLLEGE

Dr. G. E. Kost, Dean - Human Services
Del Mar College - Corpus Christi, Texas 78494 (511) 883-6230

DESCRIPTION. This two-year program prepares middle-level workers in the human services mental health field. It is designed for those entering the field and for those desiring to upgrade their knowledge and skills. Both generalists and specialists are trained, primarily for work with youth and young adults. The Associate in Applied Science degree requires 61 credits, including liberal arts courses and such specialized courses as group dynamics, human growth and development, behavior problems, materials for the retarded and disturbed, general principles in clinical agencies.

ROLES OF GRADUATES. Trainees are prepared for roles as mental health/mental retardation assistant or service coordinator, and as intake counselors in clinical settings.

COMPETENCY-BASED TRAINING. No. Course objectives are defined behaviorally.

PRACTICA. Four semesters of practicum are required for a total of 216 hours, and there is a summer practicum-externship of 18 hours a week for 12 weeks. Clinical experience focuses on prevention, evaluation, and treatment of psychological problems in psychiatric settings, geriatric programs, special education classrooms, and various community agencies.

STAFF. One full-time Ph.D., one part-time Ph.D., one part-time master's level professional, and visiting lecturers.

TRAINEES. A high school diploma or GED is required for entry, plus acceptable ACT or equivalent scores and the GATB test. Credit is awarded for approved professional experiences, and advanced standing tests are given in areas where competency can be demonstrated. Thirty students are admitted annually in the fall. Admission in January is for working professionals who meet the academic committment and have the Chairman's approval.

STUDENT AID. Basic Education Opportunity Grants and scholarships are available.

FUNDING SOURCES. Del Mar College, state support, and county tax base.

EVALUATION. Program effectiveness is judged by an Advisory Committee of mental health personnel and laymen, and by student feedback. Trainee knowledge acquisition is measured by written examination. Skill acquisition is evaluated by means of a performance checklist and observation of faculty and clinical advisors. The college placement officer conducts follow-up for five years after graduation.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. Technical assistance is available for a fee, and a catalogue and brochure may be requested. The staff conducts local workshops and seminars and news coverage of this program has increased public awareness in the community

SPECIAL EDUCATION AIDE PROGRAM

McLennan Community College

Mr. Michael White - McLennan Community College
1400 College Drive - Waco, Texas 76708 (817) 756-6551

DESCRIPTION. This two-year program with an internship component trains teacher aides for the regular elementary school. In addition to the core curriculum, special education courses prepare the trainee to work with exceptional children in a full spectrum of disability areas, from preschool age to adulthood. The program includes intensive training in diagnosis and tutoring in the areas of mathematics and reading, as well as a media course. A one-year certificate arrangement is tailored to the needs of the trainee and his place of employment. The two-year program leads to an Associate in Applied Science degree contingent upon successful completion of 66 credit hours.

ROLES OF GRADUATES. Graduates become teacher aides, usually in the immediate area.

COMPETENCY-BASED TRAINING. Although some practicum courses are competency-based, this program does not anticipate moving fully into a competency-based curriculum.

PRACTICA. During the second year of the program, students attend a seminar with six hours volunteer work per week, after which they complete a semester's practicum involving 12 hours per week. Settings include a school for the deaf, a child guidance center, and classrooms of the Waco Public Schools.

STAFF. One full-time Ed.D., two part-time master's level staff members, and instructors from other departments.

TRAINEES. The program enrolls 50 to 60 trainees, who must have a high school diploma or equivalent. Most trainees are already employed; thus, most coursework is offered in the evening.

STUDENT AID. Basic Education Opportunity Grants and work study programs are available.

FUNDING SOURCES. Texas Education Agency, public funds, and student tuition.

EVALUATION. Students evaluate the training program, and changes may be made on the basis of the feedback students provide. Knowledge acquisition of trainees is measured by tests and reports. Performance skills are measured by observation at the practicum site. Graduates are followed up via interviews and questionnaires.

DISSEMINATION. This program is not yet ready for replication, as it is still in the process of developing. Visitation arrangements may be made. Demonstration facilities consist of the child care center and reading class. Technical assistance may be offered on a limited basis. Brochures and curriculum listings are available, and a media training package on reading will be ready by spring 1978.

TEACHER AIDE PROGRAM

MOUNTAIN VIEW COLLEGE

Ms. Louise H. Miller and Ms. Ann Fletcher - Mountain View College
4849 West Illinois Avenue - Dallas, Texas 75211 (214) 746-4172

DESCRIPTION. The purpose of this two-year program is to prepare paraprofessionals in the skills needed to meet the full spectrum of handicapped children's needs in the mainstreaming effort. Graduates are prepared to deal with a variety of disability categories in the 3-21 age range. Coursework is geared to development of an understanding of the learning process and stages of development. Special courses in instructional media are also offered. Successful completion leads to the Associate of Applied Sciences in Special Education degree. This program focuses on trainees' abilities to devise individualized educational plans. Moreover, the program includes a second-year cooperative venture in paid work and course work.

ROLES OF GRADUATES. Graduates become teacher aides, most working in the Dallas area.

COMPETENCY-BASED TRAINING. Development of a competency-based curriculum is nearing completion.

PRACTICA. The requirement is for three semesters of practical experience for 3 to 20 hours per week. Settings include public schools, as well as private facilities serving the mentally retarded, autistic, deaf, and deaf-blind.

STAFF. One full-time and two part-time master's level staff members, plus course instructors from regular programs.

TRAINEES. For applicants under age 18, a high school diploma or GED is required. For others, academic level is evaluated, and a developmental studies program is offered, if needed. The program enrolls 60 students.

STUDENT AID. Basis Education Opportunity Grants, funds provided by the Vocational Rehabilitation Act, loan and employment programs, and veterans' benefits are applicable.

FUNDING SOURCES. Texas Education Agency, county taxes, tuition.

EVALUATION. Program effectiveness is determined through student questionnaires and employer feedback. Trainee knowledge acquistion is measured by written examinations. Performance skills are measured by direct observation and by criteria which the program has established for observation of skill acquisition. Plans are being made to institute a two-year follow-up of graduates.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged; there are no demonstration facilities but practicum sites may be opened by special arrangement. Technical assistance is available for a fee, as are copies of training modules and audio tapes. Project staff conduct workshops and can distribute catalogues and program descriptions.

PARAPROFESSIONAL TRAINING PACKAGE

UNIVERSITY OF VERMONT

Wayne Fox, Robert York, Wes Williams, Lu Christie, Millie Hill, Tim Fox
University of Vermont - 499 Waterman - Burlington, Vermont 05401 (802) 656-4031

DESCRIPTION. This is a classroom-based short-term training program for paraprofessionals engaged in work with the severely and profoundly handicapped. The training package includes 16 modules in such areas as positioning and handling, feeding, applied behavior analysis, and so on. The classroom teacher may elect to train his own paraprofessioral or work with university personnel to conduct training. It is also possible to take this training for credit by paying university tuition.

ROLES OF GRADUATES. Completion of each short module results in upgrading of skills of paraprofessionals already working in educational settings.

COMPETENCY-BASED TRAINING. Yes.

PRACTICUM. Because this is on-the-job training, the paraprofessional has ample opportunity to practice skills with pupils.

STAFF. Two full-time doctoral level and four full-time master's level professionals.

TRAINEES. Any paraprofessional working with the severely and profoundly handicapped is eligible. By 1978, this program should be available to all school districts in Vermont.

STUDENT AID. When tuition is paid to obtain university credit, state funds may be available on an individual need basis.

FUNDING SOURCES. Bureau of Education for the Handicapped and the State of Vermont.

EVALUATION. Each training module includes competency statements, and trainees must demonstrate all competencies in relation to their work with pupils. There are also paper-and-pencil tests. The feedback of the classroom teacher plays a major part in evaluation of program effectiveness.

DISSEMINATION. This program is reported to be replicable. Some classrooms are open as demonstration sites, and visitation may be arranged. Technical assistance is available at no fee in the state, and for a fee outside the state. A rough draft copy of the 16-module package is available at cost.

EDUCATIONAL ASSISTANT PROGRAM

NORTHERN VIRGINIA COMMUNITY COLLEGE

Ms. Eula Miller - Northern Virginia Community College
3001 North Beauregard Street - Alexandria, Virginia 22311 (703) 323-4251

DESCRIPTION. This is a new two-year program for the preparation of paraprofessionals in special education. The curriculum includes liberal arts and specialized courses and experiences, and the intention is not only to prepare aides but also to offer special training to practicing teachers who wish to upgrade their skills in relation to teaching the handicapped. Completion of 97 quarter hours results in the award of the Associate degree.

ROLES OF GRADUATES. Trainees are prepared to become educational assistants. Teachers in the program are prepared to teach exceptional children who may be mainstreamed into their classes.

COMPETENCY-BASED TRAINING. This is being planned.

PRACTICA. Trainees complete 160 hours of practical experience over two years, in both special education and normal classroom settings.

STAFF. Two full-time master's level professionals, plus instructors from other college departments.

TRAINEES. Applicants must have a high school diploma or equivalent. The program enrolls 36 students per year.

STUDENT AID. State and federal funds are available.

FUNDING SOURCES. Virginia College System.

EVALUATION. Program effectiveness is assessed by an Educational Advisory Committee. The competency-based curriculum that is planned will focus student evaluation on the integration of theory and practice, and the ability trainees have for relating to pupils and staff.

DISSEMINATION. This program will begin operating in the fall of 1977. Visitation may be arranged, and technical assistance is available. A brochure and course outline may be requested.

EARLY CHILDHOOD PROGRAM

EVERETT COMMUNITY COLLEGE

Ms. Betty Morrow - Everett Community College
801 Wetmore - Everett, Washington 98201 (206) 259-7151

DESCRIPTION. This one or two year program is part of an early childhood training program, with emphasis on early identification and child abuse awareness. Students are trained to work with the trainable and educable mentally retarded, the learning disabled, the emotionally disturbed, the orthopedically handicapped, visually and hearing impaired, and speech impaired. Completion of 41 to 45 credits in the first year leads to a training certificate. The second year of the program consists of 41 to 45 credits for coursework and field experience tailored to the career choice of the trainee, and successful completion leads to the Associate degree.

ROLES OF GRADUATES. Graduates become school service aides, aides in school special education centers, day care centers, and preschools.

COMPETENCY-BASED TRAINING. No.

PRACTICA. During the first year, three quarters of practica, at 100 hours per quarter, are required, in special education centers, day care programs, and preschools. During the second year, additional field experiences are arranged according to the student's program.

STAFF. One full-time master's level coordinator and instructors from various areas of the college.

TRAINEES. Applicants need not have a high school diploma but must have completed GED requirements by graduation. The program enrolls 25 to 35 students.

STUDENT AID. Basic Education Opportunity Grants, tuition waivers, community scholarships, manpower agency aid, and Indian student aid are available.

FUNDING SOURCES. Everett Community College and public funds.

EVALUATION. Program effectiveness is judged by an Advisory Committee composed of employers of program graduates. Student feedback is also incorporated into the evaluation system. Knowledge acquisition is assessed by written examinations. Performance skills are measured by observation and an evaluation checklist used by practicum supervisors. Graduates are followed up in their second year of employment.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available for a fee. A catalog, brochure, and list of commercial films may be requested. In addition, training videotapes will be duplicated for those who send a blank tape.

EARLY CHILDHOOD EDUCATION PROGRAM

FORT STEILACOOM COMMUNITY COLLEGE

Mr. Robert L. Metcalf - Occupational Education - Fort Steilacoom Community College - P.O. Box 99186 - Tacoma, Washington 98499 (206) 552-3911

DESCRIPTION. This two-year program of inservice or preservice training prepares students to serve children with special needs in the 2-5 age group. The curriculum covers early childhood education, human development, special education, as well as coursework in the humanities. Completion of 105 credit hours leads to the Associate degree.

ROLES OF GRADUATES. Graduates take positions in public and private schools, nurseries, day care centers, and exceptional child learning centers, usually within the State of Washington.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Three quarters of practical experience are required, at 150 hours per quarter, in public and private schools, nurseries, day care centers, and exceptional child learning centers.

STAFF. The program is staffed by five full-time instructors on the master's level, ten part-time master's people, and ten part-time staff members on the bachelor's level.

TRAINEES. Admission is open, with no requirement for a high school diploma. During 1976-77, 149 trainees were enrolled. Parents are included as trainees.

STUDENT AID. Basic Education Opportunity Grants, work study programs, state and federal aid are available.

FUNDING SOURCES. Vocational Rehabilitation funds, state assistance, and tuition.

EVALUATION. Program effectiveness is evaluated by an Advisory Council and by student feedback. Knowledge and skills are measured by written examinations, evaluation of projects, and observation at the practicum sites. Graduates are followed up annually.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available for a fee. Catalogues, course descriptions, and brochures are also available.

MENTAL HEALTH TECHNICIAN PROGRAM

FORT STEILACOOM COMMUNITY COLLEGE

Mr. Robert L. Metcalf - Occupational Education - Fort Steilacoom Community College - P.O. Box 99186 - Tacoma, Washington 98499 (206) 552-3911

DESCRIPTION. This is a preservice and inservice program designed to provide training that will prepare students to work with persons from age 1 through adulthood who have mental health problems. Courses include psychology, active therapy, group process, counseling, and sociology, and the curriculum may be varied to meet the career goals of students. An Associate degree is awarded for successful completion of 90 credits.

ROLES OF GRADUATES. Trainees become qualified for positions as teacher aides, day care workers or directors, mental health technicians, mental health counselors, or attendant counselors. Most remain in the State of Washington.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Three quarters of practical experience are required, at 150 hours per quarter, in public and private residential facilities, mental health centers, and in centers dealing with problems of alcoholism and delinquency.

STAFF. Two full-time and 10 part-time master's level instructors, and a bachelor's level staff member.

TRAINEES. Admission is open, with no requirement for a high school diploma. The program trained 127 persons during 1976-77.

STUDENT AID. Basic Education Opportunity Grants, work study programs, state and federal aid are available.

FUNDING SOURCES. Vocational Rehabilitation funds, state assistance, and tuition.

EVALUATION. Program effectiveness is evaluated by an Advisory Council and by student feedback. Knowledge and skills are measured by written examinations, evaluation of projects, and observation at the practicum sites. Graduates are followed up annually.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available for a fee. Catalogues, course descriptions, and brochures are also available.

MENTAL REHABILITATION TECHNOLOGY PROGRAM

FORT STEILACOOM COMMUNITY COLLEGE

Mr. Robert L. Metcalf - Occupational Education - Fort Steilacoom Community College - P.O. Box 99186 - Tacoma, Washington 98499 (206) 552-3911

DESCRIPTION. Preservice and inservice training is offered on two levels: a one-year training certificate program for completion of 40-44 credit hours, or a 90-92 credit Associate degree. Courses cover content areas in mental retardation and in-depth study of techniques, communication, and human relations, with focus on working with clients from age 9 through adulthood. Trainees have the option of spending the second year studying and working in a private school for the mentally retarded, and the program of studies is transferrable to a four-year degree program in special education.

ROLES OF GRADUATES. Graduates assume roles as teacher aides, day care center workers, and attendant counselors. Most find employment in the State of Washington.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. Three quarters of practical experience are required, at 150 hours per quarter, in residential schools, public schools, and sheltered workshops.

STAFF. One full-time and four part-time master's level instructors.

TRAINEES. Admission is open, with no requirement for a high school diploma. During the 1976-77 school year, the program trained 70 individuals.

STUDENT AID. Basic Education Opportunity Grants, work study programs, state and federal aid are available.

FUNDING SOURCES. Vocational Rahabilitation funds, state assistance, and tuition.

EVALUATION. Program effectiveness is evaluated by an Advisory Council and by student feedback. Knowledge and skills are measured by written examinations, evaluation of projects, and observation at the practicum sites. Graduates are followed up annually.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and technical assistance is available for a fee. Catalogues, course descriptions, and brochures are also available.

TRAINING PARAPROFESSIONALS TO WORK WITH YOUNG HANDICAPPED CHILDREN

NORTH SEATTLE COMMUNITY COLLEGE

Ms. Margaret Johnston, Division Chairman - Home and Family Education - North Seattle Community College - 9600 College Way North - Seattle, Washington 98103 (206)624-4777

DESCRIPTION. This preservice education program is intended to improve the quality of educational services available to handicapped children by increasing the effectiveness of classroom aides and assistants. Offering primarily a generic approach to working with the severely and profoundly handicapped population, infancy through adulthood, the program emphasizes an early childhood population who are primarily trainable mentally retarded or multihandicapped with additional physical, visual, or hearing problems. The special education curriculum is modified from the early childhood education model and emphasizes basic child development and preschool education, introduction to handicapping conditions, behavior management, responsive and remedial teaching, staff relations, and working with parents. Ninety quarter hours comprise the two-year Associate degree program. An Associate program to train teaching assistants for residential facilities is being developed, and inservice workshops are also conducted.

ROLES OF GRADUATES. Graduates are prepared to act as teaching assistants in schools, institutions, and sheltered workshops.

COMPETENCY-BASED TRAINING. Yes.

PRACTICA. A four-quarter practicum in the on-campus lab preschool is required during the first year. A four-credit (six hour per week) practicum is required in the second year. Six or seven practicum sites are available, including public schools, institutions, and sheltered workshops.

STAFF. The master's level professionals working with this program accrue to two full-time positions.

TRAINEES. An open door admission policy is employed for the fifty students enrolled in the special education component of the paraprofessional program.

STUDENT AID. Financial aid is available through the college for preservice trainees. No tuition is charged for the inservice workshops.

FUNDING SOURCES. Bureau of Education for the Handicapped and North Seattle Community College.

EVALUATION. An evaluation design developed with the University of Virginia Evaluation Unit has been implemented. Quality of coursework is measured by written responses by trainees. Knowledge acquisition is measured by written examinations. Student, practicum supervisor, and cooperating teacher reports are used to evaluate student field placement effectiveness. Graduate follow-up is done through employer questionnaires.

DISSEMINATION. This program will be replicated at four junior colleges in the State of Washington during 1977-78. The on-campus lab school is a demonstration site which offers a regular preschool program in the morning, and a program integrating handicapped children in the afternoon. Technical assistance is available. A handbook describing the program is being developed, and a brochure is available on request.

INTERPRETER FOR THE DEAF TRAINING PROGRAM

SEATTLE CENTRAL COMMUNITY COLLEGE

Mr. Stanley Traxler - Central Campus - Seattle Community College - Seattle, Washington 60274 (206) 587-3888

DESCRIPTION. This program provides intensive and comprehensive interpreter training in a one or two year course of study. Emphasis is on mastery of expressive and receptive manual communication skills required for certification by the National Registry of Interpreters for the Deaf (50 percent of graduates achieve this). Included is an option to train for roles as recreational technician, early childhood educational associate, and social and mental health service associate. In addition to the development of interpreting skills, the program offers broad exposure to the field of deaf studies, including coursework in the history of deafness, psychosocial aspects of deafness, and language development. There are also plans for training in bilingual communication skills. One year of training leads to a training certificate; the two-year program culminates in the Associate degree.

ROLES OF GRADUATES. Trainees take positions as classroom interpreters in the public schools and colleges of Washington.

COMPETENCY-BASED TRAINING. No. Skill levels are defined.

PRACTICA. Minimum practical experience is five quarters for a total of 594 hours, in public schools, speech and hearing centers, social service agencies, and colleges.

STAFF. One full-time master's level instructor, one full-time professional on the bachelor's level, one support person, and part-time instructors.

TRAINEES. Applicants must have a high school diploma or GED, and entry tests are given. During 1976-77, 32 were enrolled.

STUDENT AID. Basic Education Opportunity Grants and work-study programs are available.

FUNDING SOURCES. Bureau of Education for the Handicapped, Vocational Education funds, and state support.

EVALUATION. The staff is working on the Discrepancy Evaluation Model, and also uses student questionnaires to gain feedback on program effectiveness. Written examinations are given to evaluate knowledge acquisition, and performance skills are assessed by observation at the practicum sites.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged, and demonstration sites have been established. Technical assistance is available for a fee. Three sign language training packages will be available in the fall of 1977. Also available are parent education program kits, scope and sequence of coursework, catalog, and brochure.

CHILD DEVELOPMENT PROGRAM

PARKERSBURG COMMUNITY COLLEGE

Mr. Gene Sigman - Division of Public Services - Parkersburg Community College - Parkersburg, West Virginia 26101 (304) 424-8299

DESCRIPTION. This two-year program provides preservice training for persons who desire to work directly with preschool children on all developmental levels, including the handicapped. Trainees are prepared to serve all exceptionalities except the orthopedically handicapped and deaf-blind. The curriculum emphasizes normal and abnormal development and behavior, methods of instruction, observation and application procedures, and the training of developmental skills. An Associate of Applied Science in Child Development degree is awarded upon completion of 69 credit hours. The project also provides in-service training in the form of occupational workshops in schools and agencies.

ROLES OF GRADUATES. Training leads to positions as child development aides in day care centers, public schools, and recreation activities, largely in a rural, eight-county area of West Virginia.

COMPETENCY-BASED TRAINING. Performance competencies have been developed.

PRACTICA. Students complete a 90-hour practicum experience in one semester. Settings include preschool, kindergarten, a youth services program, and a local recreational park.

STAFF. Two full-time and three part-time staff members on a master's level.

TRAINEES. A high school diploma or GED is required for admission, and most students in this program are in the 28-32 age range. During 1976-77, 70 were enrolled.

STUDENT AID. Basic Education Opportunities Grants, work-study programs, and a few scholarships are available.

FUNDING SOURCES. Grant from the West Virginia State Department of Welfare, funding from the State Board of Regents, and tuition.

EVALUATION. Program effectiveness is judged by an Advisory Committee, field placement reports, and student and faculty evaluations. Knowledge is measured by written examinations. Trainee performance competencies are measured by on-site evaluations, checklists, student self-evaluations, and videotapes of trainees at work at practicum sites.

DISSEMINATION. This program is reported to be replicable. Visitation may be arranged. Technical assistance and consultation are available, and a catalog and brochure may be requested. The staff is working on four individualized course packages in child development training, including videotapes, films, and slides, which will be available when completed. This project has also made good use of local media for public awareness.

PARAPROFESSIONAL / SPECIAL EDUCATION PROGRAM

CARDINAL STRITCH COLLEGE

Ms. Kerry Koven, Director - Associate of Arts Program in Exceptional Education - Cardinal Stritch College - 5801 Yates Road Fox Point, Wisconsin 53217 (414) 352-5400

DESCRIPTION. This two-year program prepares trainees to contribute to the education of a wide range of exceptional children, particularly the mentally retarded, from infancy to adulthood. The liberal arts foundation includes coursework in communication skills, social and behavioral sciences, humanities, mathematics and science. The specialized program includes such areas as behavior management, human relations training, child psychology, activities programming and child care routines, and the handicapped child in the regular classroom. Sixty credits are required for graduation.

ROLES OF GRADUATES. Graduates can expect to be employed as assistants to professionals in teaching, child care, habilitation, physical education, and nursing. Most graduates remain in Wisconsin.

COMPETENCY-BASED TRAINING. The practicum is based on a competency-based curriculum; the classroom coursework is not.

PRACTICA. The requirement is for three semesters of practical experience, for a total of 504 hours, in schools, residential centers, nursery schools, the Good Will program, halfway houses, sheltered workshops, nursing homes, and recreational programs.

STAFF. Two full-time master's level staff members, plus instructional staff from other departments.

TRAINEES. A high school diploma or GED is required of applicants. The program enrolls 60 students.

STUDENT AID. Scholarships and state grants are available.

FUNDING SOURCES. Cardinal Stritch College.

EVALUATION. Student feedback is used for course and program evaluation. Trainee knowledge acquisition is measured by course examinations. Performance skills are assessed by means of skill lists used by supervisors and teachers at practicum sites. Yearly graduate follow-up is conducted.

DISSEMINATION: This program is reported to be replicable. Visitation may be arranged, and there are demonstration facilities. Technical assistance is available for a fee. Brochures, course sequences, and program outlines may be requested.

POSTSCRIPT

Hopefully, in the development of models for training paraprofessionals to work in programs for handicapped children, numerous ideas and techniques will be explored, encouraged, and attempted. The field of special education encompasses a wide variety of children who often demand a variety of specialized knowledge and techniques. Although all educational programs have some shared basic ingredients, one may discover that the skills needed to work with severely and multiply handicapped children may differ from those needed to work with emotionally disturbed children. Thus, the training models for paraprofessionals will have to be flexible, of a wide variety, and innovative to meet the needs of the field of special education.

New Careers Training Laboratory, *The Utilization and Training of Paraprofessionals in Special Education: Present Status and Future Prospects*. New York: Queens College of the City University of New York, 1974 (p. 47).

Bureau of Education for the Handicapped, 1977-78

The following programs have recently received first-year grants from the Division of Personnel Preparation, Bureau of Education for the Handicapped, to begin training paraprofessionals in the fall of 1977. Many of the programs listed on the foregoing pages also received continuation grants from the Division of Personnel Preparation for fiscal year 1977-78.

CALIFORNIA

* College of Alameda
  555 Atlanta Avenue
  Alameda, California 94501
  Dr. Edna Froehlich (514) 522-7221

* San Jose State Univ Foundation
  Dept of Recrea and Leisure Studies
  San Jose, California 95152
  Dr. Ardith Frost (408) 277-2701

DISTRICT OF COLUMBIA

* George Washington University
  Dept of Human Kinetics and Leisure Studies
  817 23rd Street, NW
  Washington, D.C.
  Dr. David Park (202) 676-6280

KENTUCKY

* Murray State University
  Dept of Special Education
  Murray, Kentucky 42071
  Dr. Lawrence M. Morris (502) 762-2446

* United Cerebral Palsy of the Bluegrass
  P.O. Box 8003
  Lexington, Kentucky 40503
  Ms. Sue Ann Lasey (502) 278--549

NORTH CAROLINA

* Learning Institute of North Carolina
  1006 Lamond Avenue
  Durham, North Carolina 27701
  Dr. Bernice Willis (919) 688-8211

TEXAS

* Hays Consolidated Independent School District
  P.O. Box 368
  Kyle, Texas 78640
  Dr. Olna Montgomery (512) 268-9121

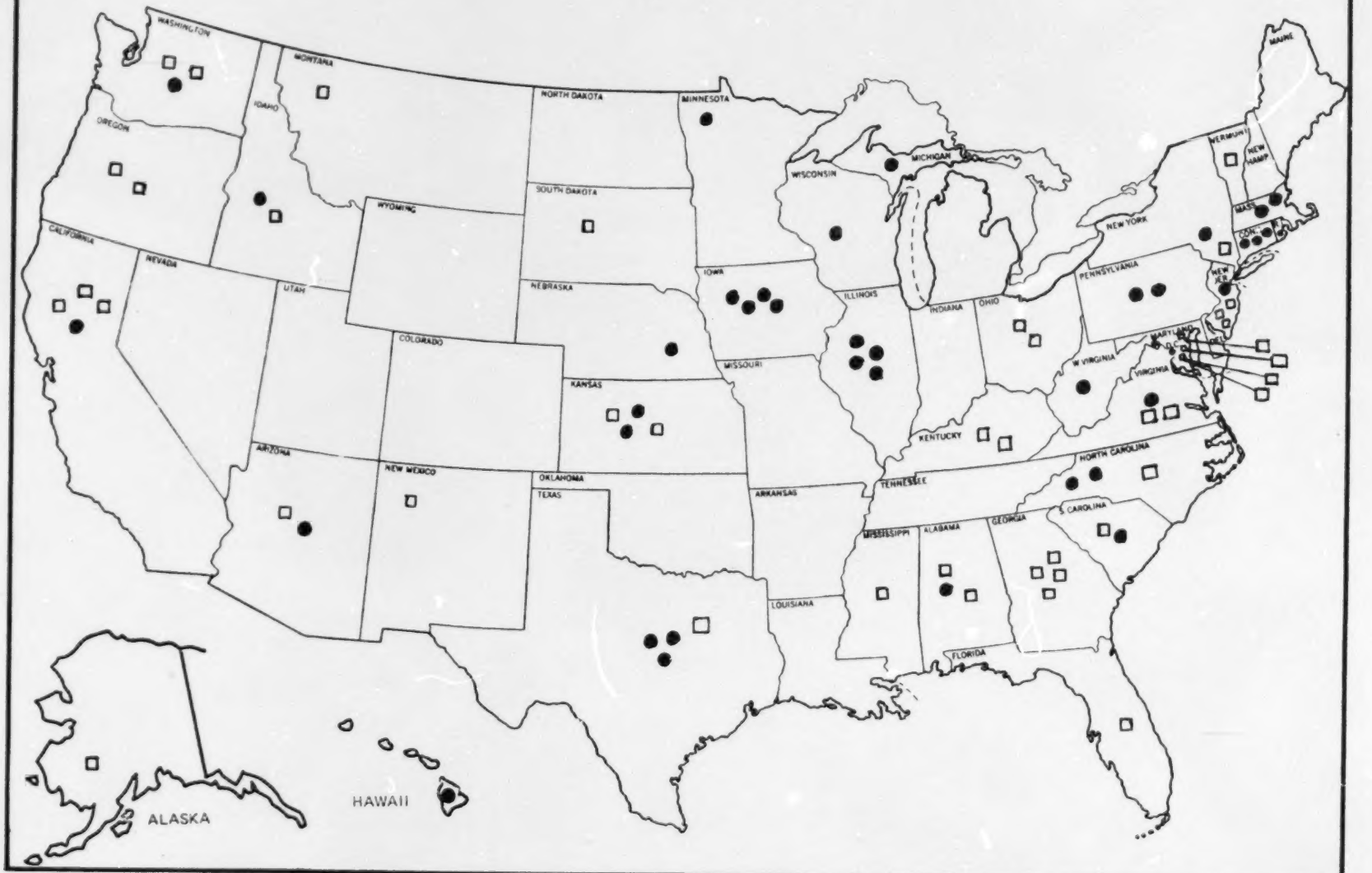
VIRGINIA

* Norfolk State College
  Dept of Special Education
  2401 Corprew Avenue
  Norfolk, Virginia 23504
  Dr. Helen Bessant (804) 623-8714

* University of Virginia
  Dept of Special Education
  Charlottesville, Virginia
  Dr. Martha Snell and Dr. James Kauffman (804) 924-7461

NUMBER OF PROGRAMS PER STATE, AS SHOWN IN THIS CONSUMER'S GUIDE

□ Funded by BEH ● Not Funded by BEH



Most products are available at cost. Inquiries as to details and prices should be addressed to project directors, whose full contact information is shown on the individual program description pages of this booklet.

PUBLICATIONS

Career Specific Training for Behavior Technicians: A Model, a Curriculum, and a Sample (paper). Ellsworth Community College, Iowa.

Data-Based Classroom for the Moderately and Severely Handicapped (book). Teaching Research Infant and Child Center, Oregon, through Instructional Development Corporation.

Forum for Behavior Technology (journal). University of Kansas and Kansas City, Kansas, Community College.

Implementation of Behavior Training for Preschool Day Care Aides by In-House Trained Paraprofessionals (thesis). University of Kansas and Kansas City, Kansas Community College.

Information on Paraprofessional Training for the Educational Therapist. J. C. Calhoun State Community College, Alabama.

Instructional Activities Book: Community College of Baltimore.

A Lesson-by-Lesson Manual for Trainers of Paraprofessionals. University of New Mexico.

Lessons for Very Young Indian Children. University of New Mexico.

Mental Retardation: Nature, Causes, and Management (by George Baroff). University of North Carolina.

The Paraprofessional in Special Education (article). Fort Hays State College, Kansas.

Paraprofessional Training Handbook. Community College of Baltimore.

Review of Literature: Paraprofessional Movement in Special Education -- An Historical Perspective. City University of New York.

Selected Bibliography for Training Paraprofessionals in Special Education. City University of New York.

Task Analysis for Paraprofessionals Working with Severely and Profoundly Handicapped Children and in Mainstream Classrooms. City University of New York.

The Teaching Research Curriculum for the Moderately and Severely Handicapped. Teaching Research Infant and Child Center, Oregon, through Charles C. Thomas, Publisher.

Toilet Training for the Handicapped. Teaching Research Infant and Child Center, Oregon, through Instructional Development Corporation.

Training and Utilization of Paraprofessionals in Special Education in 1977: Survey Results and Program Descriptions. City University of New York.

TESTS

Speech and Language Tests Translated Into an Indian Language. University of New Mexico.

AUDIO-VISUALS

Assorted videotapes and films: University of North Carolina.

Audio self-paced training module. Central Piedmont Community College, North Carolina.

Behavioral and expressive filmstrips. Pima Community College, Arizona.

Human Services Program video cassette. Mohawk Valley Community College, New York.

Interpreter training videotapes. College of Southern Idaho.

Normal Child Development, course film. City Colleges of Chicago.

Specific disabilities, videotapes. Anchorage Community College, Alaska.

Various training videotapes. College of Southern Idaho; Everett Community College, Washington; Mohawk Valley Community College, New York.

TRAINING MATERIALS

A collection of training materials. City Colleges of Chicago.

Course materials on specific disabilities. Anchorage Community College, Alaska.

Curriculum package and list of videotapes on deafness. American River College, California.

Curriculum sequences. Cumberland County College, New Jersey.

Educational alternative package. Sinte Gleska College, South Dakota.

Packets of course outlines and competencies for training teaching assistants. Santa Rose Junior College, California.

Parent Education Program Kit. Seattle Community College, Washington.

Practicum job descriptions. Berkshire Community College, Massachusetts.

Program packages with curriculum plans and field work objectives. Berkshire Community College, Massachusetts.

Sign language training packages. Seattle Community College, Washington.

Training packages with competency statements. Arizona Department of Education, Division of Special Education.

Training materials. University of North Carolina.

Training modules. Mountain View College, Texas.

Training modules in draft form. Boise State University, Idaho.

Training module kit on Introduction to Exceptional Children. Pima Community College, Arizona.

Training module kit of individualized trainee instructions. Santa Fe Community College, Florida.

Training program description listing materials and training designs. John F. Kennedy Institute with Community College of Baltimore.

Training program modules for paraprofessionals working with the severely and profoundly handicapped (16 modules in rough draft form): University of Vermont.

Amble, Bruce R. Child care aides: Intellectual, personality, and preference patterns in relation to job performance. *Mental Retardation*, October, 1971, 9(5), 6-10.

Anderson, Robert. The people who work with teachers. *Teaching in a World of Change*. New York: Harcourt, Brace, and World, 1966.

Beach, Richard G. *Help in the school: Establishment of a paraprofessional program*. Philadelphia: Dorrance and Company, 1973.

Bradtke, Louise M., Kirkpatrick, W. J., Rosenblatt, K. P., and Bannatyne, A. D. Training institution and community-based educational staff to work with multiply handicapped children. *Education and Training of the Mentally Retarded*, February, 1975, *10*(1), 51-55.

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Britton, A. L., and Smith, R. *Home/school training program for family care home and residential home personnel serving mentally retarded children*. Final report. Long Beach, California: Intercommunity Exceptional Children's Home, 1974 (ED 111 126).

Carmen, Gary O. (Ed.). *Utilization of teacher aides in public school programs for emotionally handicapped children*. Albany: New York State Education Department, Division for Handicapped Children, 1971 (ED 084 734; 55 pages).

Cowen, Emory L. Follow-up study of maladaptive school children seen by nonprofessionals. *Journal of Consulting and Clinical Psychology*, October, 1972, 39(2), 235-238.

Dubin, Samuel S. New developments in continuing education for the professions. Paper presented at the National University Extension Association. Columbia, South Carolina, May 2, 1972 (ED 062 603).

Educational Research Service. Salaries of teacher aides and other paraprofessionals, 1972-73. Educational Research Service, Suite 1012, 1815 North Fort Meyer Drive, Arlington, Virginia.

Farrar, Kenneth, and Guest, Elizabeth. *A cooperative instructional services program for improving educational personnel to teach special education students in the regular classroom*. Director's Final Report. Logan: Utah State University, College of Education, 1970 (ED 043 598; 111 pages).

Fredericks, H. D., et al. Structure your volunteers. *Education and Training of the Mentally Retarded*, February, 1972, 7(1), 26-31.

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